
SURVIVALCRAFT: THE MAZE RUNNER

A Guide For Teachers

APRIL 13 – MAY 1, 2015

UNIVERSITY OF ALASKA

#SURVIVALCRAFT

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INTRODUCTION

Congratulations! You and your students have joined the three-week Survivalcraft experience in which will take place from April 13 – May 1, 2015!

In this experience, students will build the setting for the story of “[The Maze Runner](#)” by James Dashner, and then live within those settings as they experience elements of the plot and are invited to explore themes, make inferences and analyze character development in an engaging and interactive MinecraftEdu environment.

In this guide, you have been provided with a full lesson plan with resources and information about the MinecraftEdu client software with access to our secure server in which only participants in this project will be present. As part of your participation, you will receive ongoing support from experienced teachers and professionals before and during the Survivalcraft experience.

This guide should be used to complete the Survivalcraft Teacher Training online course found at <http://survivalcraft15.weebly.com/>.

TIMETABLE

You are encouraged to review and follow this timetable as you prepare for and implement the Survivalcraft experience with your students.

Week before Survivalcraft

- Join the [Survivalcraft Google Community](#), an invite has been sent to your email.
- Take the online Teacher Training course at <http://survivalcraft15.weebly.com/>. You will receive the password to access the training course upon completing the requirements needed to enroll your students in Survivalcraft (see Teacher Responsibilities, p. 4).
- Prepare an area for your class (or each class) in the MinecraftEdu game world.

Week One - You may choose to perform some of these tasks the week before to allow enough time in the game during this week.

- Walk students through their username and login process for the MinecraftEdu client and provide instruction to setup their individual Wikispaces pages at <http://survivalcraft15.wikispaces.com>.
- Discuss the Community Agreement with students (or adapt it to your classroom management plan). Students should review and sign the agreement and we also recommend asking parents to sign the agreement.
- Introduce and guide students through Scenario 1. For class time, plan for students to spend up to five (5) hours in MinecraftEdu which may include up to two (2) hours in support activities, such as discussions, taking/saving/editing screenshots of student work, and writing student reflections in individual Wikispaces pages.

Week Two - You may choose to perform some of these tasks the week before to allow enough time to complete the scenario for this week.

- Evaluate student work from Scenario 1 and prepare the class area in MinecraftEdu for Scenario 2; this may take up to two (2) hours depending on the number of students you have enrolled in Survivalcraft.
- Introduce and guide students through Scenario 2. For class time, plan for students to spend up to five (5) hours in MinecraftEdu which may include up to two (2) hours in support activities, such as discussions, taking/saving/editing screenshots of student work, and writing student reflections in individual Wikispaces pages.

Week Three - You may choose to perform some of these tasks the week before to allow enough time to complete the scenario for this week.

- Evaluate student work from Scenario 2 and prepare the class area in MinecraftEdu for Scenario 3; this may take up to two (2) hours depending on the number of students you have enrolled in Survivalcraft.
- Introduce and guide students through Scenario 3. For class time, plan for students to spend five (5) hours in MinecraftEdu which may include up to two (2) hours in support activities, such as discussions, taking/saving/editing screenshots of student work, and writing student reflections in individual Wikispaces pages.

WHY MINECRAFTEDU?

“One of the best ways to improve how students display their reading comprehension is asking them to create a visualization”

- Andrew Miller (2014), “Ideas for using minecraft in the classroom”

(<http://www.edutopia.org/blog/minecraft-in-classroom-andrew-miller>)

MinecraftEdu brings elements of integration, technology and extreme engagement into the classroom. Students will challenge themselves, take their projects further and demonstrate their knowledge of learning through this project-based course.

- *MinecraftEdu gives students the independence to create*
- *As students are involved in problem-solving, the game can motivate students’ higher-level and critical thinking*
- *MinecraftEdu is a social game, encouraging collaboration and teamwork*

Built-in methods of differentiation insure that teachers and students can adapt the course to fit their individual or class needs. This three-week unit will:

1. Meet new Alaska Literacy Standards or the Common Core Literacy Standards • grades 6th-12th
2. Let students expand on the book with their own thoughts and ideas
3. Encourage students to collaborate and explore
4. Provide teachers with a planned guide for integrating technology
5. Let teachers explore gamification in a safe, guided environment on a private MinecraftEDU server provided through UAS

For further information on how MinecraftEdu is different from the original Minecraft game, please visit: http://services.minecraftedu.com/wiki/What_is_MinecraftEdu

TECHNOLOGY REQUIREMENTS

MinecraftEdu will not run on mobile devices, tablets such as iPads, or netbooks such as Chromebook.

UAS has graciously supported this endeavor by providing a minecraftEDU server and all associated fees so all Survivalcraft participants need to do is download the client, not the whole program.

For specific technical requirements, please see Appendix Minecraft System Requirements – Mojang or visit: <https://help.mojang.com/customer/portal/articles/325948-minecraft-system-requirements>

TEACHER RESPONSIBILITIES

Use this checklist to keep track of your tasks during the Survivalcraft experience.

Upon registering for Survivalcraft, teachers will be expected to:

- Assign students to read “The Maze Runner” by James Dashner.
- Download, install and test MinecraftEdu client software on student computers in advance, to ensure that students are able to begin the Survivalcraft experience on time. Make time to discuss technical issues with school IT staff to ensure that the client is working properly.
- Send a class roster to Dr. Lee Graham to be used for creating student usernames and passwords; students will also use these usernames to log into the MinecraftEdu client.
- Join the Google Community named “[Survivalcraft](#)”, an invitation will be sent to the email address provided at registration.
- Review the Survivalcraft Unit Plan and discuss implementation questions and concerns with Dr. Lee Graham, the Survivalcraft Teacher Training Team, or other teachers as needed through the Survivalcraft Google Community.
- Review the Survivalcraft Community Agreement with students; have students and their parents sign the agreement to indicate their consent.
- Create a Wikispaces home page for each participating class; you may choose to regularly update the page with instructions for students and to share highlights and progress from each class. Teachers should model and encourage collaboration in the wiki for students.
- Take the required Teacher Training online course on using MinecraftEdu teacher tools and review the “Survivalcraft: The Maze Runner, A Guide For Teachers”.
- Finalize the schedule of when your students will be in the game over the three-week period; send this schedule to the Dr. Lee Graham (drlee.graham1@gmail.com).
- Create an area in the MinecraftEdu world for each participating class; place a border, teleport blocks, and other special blocks as needed.
- Monitor and manage students when they are logged into the MinecraftEdu world and enforce the Community Agreement as needed.
- Assess student work according to chosen standards, the relevant rubrics, and report data to Dr. Lee Graham (drlee.graham1@gmail.com).
- Communicate issues, concerns, or questions to the [Survivalcraft Google Group Community](#).

UNIT PLAN

I. Text:

Students will read “The Maze Runner” by James Dashner.

Additional resources for the text:

The Maze Runner: Learning Guide <http://www.shmoop.com/the-maze-runner/>

The Maze Runner Study Guide <http://www.gradesaver.com/the-maze-runner>

II. Standards:

Teachers may choose to use as many or as few of these standards as they like. In order to be a part of the Survivalcraft experience, teachers must choose to use at least three (3) standards and choose to share student achievement data concerning these standards with others in the experience. **Only aggregate data is shared – student identities are not revealed in any way during this experience.**

Common Core/Alaska Standards (Grades 6-12):

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of knowledge and ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *

*Only for students using both books - *The Maze Runner* and *Lord of the Flies*

ISTE NETS Standards

1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - b. Create original works as a means of personal or group expression
 - c. Use models and simulations to explore complex systems and issues
2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures
 - d. Contribute to project teams to produce original works or solve problems
5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - a. Advocate and practice safe, legal, and responsible use of information and technology
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
 - c. Demonstrate personal responsibility for lifelong learning
 - d. Exhibit leadership for digital citizenship

III. Transfer Goal:

Students will be able to independently create and engage in simulations in order to enhance and make concrete knowledge gained from interaction with quality young adult literature.

IV. Understandings:

Content: CCS and Alaska Standards

Students will understand that:

1. When writers choose words, they are creating specific pictures that contribute to the story development. (CCS/Alaska Key 1)
2. The specific words the writers choose matter and can influence the progress of a story or the development of a character. (CCS/Alaska Key 1)
3. Ultimately, a story could develop in any number of ways, and exploring alternative story development is fully open to the reader. (CCS/Alaska Key 1)
4. The themes of stories create frameworks for understanding; there's a great deal of freedom within themes – and the reader has control over extended theme development. (CCS/Alaska Key 2)
5. Interaction of themes, characters, and ideas in quality literature create an ultimate experience in which engagement is natural and seamless. (CCS/Alaska Key 3)
6. Many skills can be enhanced through online resources (written, video, and interactive). (CCS/Alaska Research 9)
7. Use of simulation and gaming as well as wiki writing assists the reader in deconstructing , “living”, and understanding quality literature. (CCS/Alaska Integration 7)
8. While *The Lord of the Flies* and *MazeRunner* use sometimes identical themes, the authors of each book created specific experiences within those themes to make the experience unique to their purpose and story. (CCS/Alaska Integration 9)

Technology: ISTE NETS

Students will understand that:

1. They can create systems of behavior and performance in virtual environments in order to create original works based on literature. (NETS 1.a.)
2. They can build worlds and participate in role play to assist in understanding literary content. (NETS 1.b)
3. They can deepen and extend their understanding of literary works through living in the worlds they have created. (NETS 2.c.)
4. Certain rules and norms are necessary to “live” and solve problems effectively in a virtual environment with others. (NETS 2.a. & NETS 5.a, 5.b. & 5.d.)

5. Different ways of communication are important as we talk or work together in a virtual simulation vs. individual work on the Wiki, vs. individual pencil and paper work. (NETS 2.b.)
6. Not all people believe or operate in the same way that we do within our culture. (NETS 2.c.)
7. Team planning contributes to the impact and effectiveness of construction within the virtual world. (NETS 2.d.)
8. Many resources are available in a variety of formats to assist us in maintaining currency with technology. (NETS 5.c.)

V. Essential Questions:

Content: CCS and Alaska Standards

1. What quotes or words are descriptive enough to help me to recreate the world from the book I am reading? (CCS Key 1)
2. How would my building be different if similar words – but not exactly the same words – were used as the story progressed or as the character developed? (CCS Key 1)
3. How do I believe the actual storyline ends, beyond the final sentence of the novel? (CCS Key 1)
4. What happened to characters during the times they actually are not appearing in the stories? How do I know? (CCS Key 1)
5. Would the area I built have been as good if one primary theme had been changed? Why or why not? (CCS Key 2)
6. How did my building benefit from the themes developing in the way they did? (CCS Key 3)
7. Had the themes in the story not developed like they did, how could the building I made have changed? (CCS Key 3)
8. How can I find out how to do something if I don't know how to do it in MinecraftEdu? (CCS Research 9)
9. What are my favorite MinecraftEdu resources online? (CCS Research 9)
10. Do I think the similarities in themes between The Maze Runner and Lord of the Flies are greater than the differences? Why or why not? (CCS Integration 9)

Technology: ISTE NETS

1. How do I have to change or adapt information from the book so that my character can live in the society my group created?(NETS 1.a.)
2. How does living in the simulation change or inform my understanding of the book I read? (NETS 2.c.)
3. How do rules, expectations, or consequences for behaviors happen within in the world that we created? (NETS 2.a., NETS 5.a., NETS 5.b. & NETS 5.d.)
4. How do I communicate with others differently if I am in the Wiki, or if I am in the virtual world, or if I am just writing a paper? (NETS 2.b.)
5. Do the people in my virtual world believe the same things, and have the same values as people in my physical world have? (NETS 2.c.)
6. How did the team's approach to building help or hinder the creation of our virtual world? (NETS 2.d.)
7. How did I find out how to build things or do things I didn't know how to do in the virtual world?

VI. Evaluation:

Artifact to be graded

As students play the game, they should take screenshots and create signs and books to indicate how they have demonstrated an understanding of the themes of the game. It is recommended that students are allowed to take up to (two) 2 hours each week to post their screenshots and write on their wiki pages.

Rubrics

Each criterion of the rubric (represented by a row) represents a standard within the experience. Each criterion may be used independently of the other. You will score only the criterion for the CC/Alaska or NETS standards you have chosen for your students' three-week experience. In order to provide evidence that each criterion is met, students should take screenshots of their work, and use their individual Wikispaces page to document their work, and to share this evidence with the teacher.

Criterion	Not Met	Met	Exceeds
CCS Key Ideas and Details 1.	Student construction (as recorded through screenshots in the Wiki) may resemble information represented in the text – but specifics are not cited, and there is not evidence that students have considered the impact of the detailed choices made by the author on the storyline.	In the wiki, student uses references: words, passages, and/or phrases, to indicate that the construction created or action taken derives from and follows the text.	In the wiki, student uses detailed references including words, passages, and phrases, to indicate that the construction created or action taken in the simulation derives from and follows the text in a precise way.
CCS Key Ideas and Details 2.	While the student may understand there are themes in the text, they do not identify these themes in the wiki, or student documents themes which do not exist in the book(s).	Student correctly identifies themes in the text, documenting these themes within the world and demonstrating an understanding of how these themes are developed through using screenshots to document the themes within their wiki.	Student correctly identifies several themes in the text, using signs, buildings, and other creative constructions to identify these themes within the world. A deep and specific understanding of the way that these themes are developed is demonstrated in the Wiki through use of screenshots and textual explanation.
CCS Key Ideas and Details 2.	Very little analysis of character motives and the impact of these motives on the storyline are demonstrated, or student incorrectly attributes motives to characters, or student demonstrates very little understanding of the reason the storyline developed as it did.	Through the Wiki, the student analyses of the motives of the characters and the progression of the storyline. Students create a convincing case through narrative, screenshots, and/or screencasts that they understand why the characters behaved as they did, and how character behavior contributed to the storyline.	Through the Wiki, the student uses role-play and simulation to conduct an analysis of the motives of the characters and the progression of the storyline. Students create a convincing case through sharing narrative, screenshots, and/or screencasts that demonstrate they understand why the characters behaved as they did, and how character behavior contributed to the storyline.
CCS 9. Research to Build and Present Knowledge	Little or no evidence that students builds skills in Minecraft through online research.	Student builds skills in Minecraft through online research, and shares and summarizes resources found on their Wiki, using a curation tool such as PearlTrees or Diigo.	Student builds skills in Minecraft through online research, and shares using a curation tool such as PearlTrees or Diigo. In addition student documents and demonstrates these skills by sharing howtos and strategies for research on their Wiki.
CCS 7. Integration of knowledge and ideas.	Students demonstrate their understanding primarily through use of Minecraft blocks and screenshots, or through text on the wiki.	Student use some variety of media including Minecraft blocks, screenshots and text, to assist in demonstrating their understanding on the Wiki.	Students use a rich variety of media including Minecraft blocks, Minecraft avatars, screenshots, curation tools, audio and/or webcasts to assist in demonstrating their understanding on the Wiki.

Criterion	Not Met	Met	Exceeds
NETS -1 a. & b.	Student is confined to accuracy as they create the world, building exactly as things exist within the text, and behaving exactly as characters behave within the text. There is little or no evidence of contributions that are individual expressions of the student.	Student creates an accurate portrayal of the world within the book; however, the student adds his or her own personal contribution to their portrayal in order to create something new.	Student moves beyond the text to create a system of behavior, a way of working, a way of building and/or constructions which enhance (without strictly replicating) the world within the book.
NETS 1. c.	Student may engage in Minecraft; however, this engagement is focused on something other than the simulation of the world in the text.	Student somewhat engages within the Minecraft environment to explore the simulation of the world in the text.	Student fully engages within the Minecraft environment in order to explore the simulation of the world of the text.
NETS 2. a. & 2.b.	Uses verbal communication in physical environment to work through collaboration with other students and with teachers during the project.	Use wiki and Minecraft to communicate with and work through collaboration with other students and with teachers during the project.	Use wiki & Minecraft along with with screenshots, screencasts and/or other media or publishing venues (such as Tumblr or YouTube) as available to communicate with and work through collaboration with other students and with teachers during the project.
NETS 2.b.	Demonstrates an unwillingness to communicate or collaborate with others at a distance – or demonstrates ongoing reluctance to engage in communication and collaboration with other participants at a distance.	Demonstrates a willingness and ability to communicate and collaborate with other participants who are at a distance.	Demonstrates proficiency in communicating and collaborating with other participants who are at a distance.
NETS 2.c.	No evidence that the student contributed to the group OR student contribution is disruptive and distracts from the overall experience.	Student contributes within a group to enhance building, interactions, and the overall experience.	Student leads and contributes within a group to enhance building, interactions, and the overall experience.
Nets 5. a, b, & d.	Student demonstrates a lack of awareness or a lack of regard for the norms and rules of the digital community. Student may distract others from their tasks, and/or may serve as a disruptive presence in the community.	Student demonstrates good digital citizenship through minding the norms and rules set in the virtual community.	Student demonstrates excellent digital citizenship through assisting others, minding the norms and rules set in the virtual community, and creating a positive and stable presence within the experience.
NETS 5.c.	Students demonstrate a dependence on others for finding resources for creating and playing in Minecraft. They constantly turn to the teacher for assistance.	Students seek out or are willing to find resources for creating and playing in Minecraft. Students don't mind sharing with others.	Students proactively seek out resources for creating and playing in Minecraft, and share these resources generously with others.

VI. Resources:

We have included the following resources for your use:

The Maze Runner Trailer: <https://youtu.be/hB0oi3ouDc0>

The Survivalcraft Flier

Teacher and Student Handouts for

- The Maze Runner: Scenario 1**
- The Maze Runner: Scenario 2**
- The Maze Runner: Scenario 3**
- Survivalcraft Community Agreement**

Sample Parent Letter: This is optional and may be modified to include details about your class.

MinecraftEdu Teacher Menu Guide

Student : _____





The Maze Runner: Scenario I

Welcome to Survivalcraft! You have been chosen to be on a team of Creators. You must now create a training scenario that will allow others to take a survival test. It is very important that the training scenario is difficult enough so that **only the very best** candidates can survive and escape!





You will start with the construction of a maze. Be sure to build it out of bedrock so that the trainees cannot break out of it! Remember that the maze should have moving parts; you will need an expert in Redstone to help you design the switches and moving parts.

Even though you are referencing the text, you may choose to create the maze in a different way, possibly horizontally (across the ground) or even underground! Whatever design you create, be sure that the maze will lead to an escape that is similar to that described in the story.

Ask yourself these questions:

-  What can I include in the maze to make it challenging?
-  What is my strategy for building? What do I build first?
-  Where can I include moving parts and how will they be used in the maze?
-  What type of escape do I want to create for trainees in my maze?

Your Tasks:

-  Design a training scenario that is difficult enough so that only the very best trainee will be able to survive and escape!
-  Build a maze out of bedrock. Be sure to include moving parts, using Redstone to power the switches that allow each part to move.
-  Test your maze to make sure everything works as you have designed it.
-  Take screenshots of your experience each day. Post them on your wiki page and write a summary of what you were able to do.

Student: _____

The Maze Runner: Scenario 2

Great job! Your team of Creators has completed the maze and training scenario. Now you need to build the community that will support the trainees. You must remember that each trainee must have a job, and each job should have its own setting and location. Create each setting as they are described in the story.

You might also want to write instructions for how each job should be performed; you may use books or signs to do this.

Your trainees will be fighting the monsters in the maze, so be sure to provide weapons in strategic places throughout the maze. Be careful that you don't make it too easy to find the weapons and complete the maze. You might even want to provide the new trainees with an armory of weapons to choose for survival and escape. Just remember, you want to keep a good balance so that **only the very best** candidates can survive and escape!

Ask yourself these questions:

- 📖 What do the trainees need in the community to live and train?
- 📖 How will the trainees know what to do for each job?
- 📖 What weapons will be needed to survive and escape the maze?
- 📖 How can I be strategic in providing or placing weapons for the trainees?

Your Tasks:

- 📖 Build the community to support the trainees as they try to survive and escape the maze.
- 📖 Build the setting for each job needed to survive and train in the community. Be sure to provide instructions so that trainees know how to perform their jobs.
- 📖 Place weapons in strategic places in the maze (or in an armory) that will help only the very best candidates to survive and escape. Test your maze and then stock it again before leaving it to the trainees.
- 📖 Take screenshots of your experience each day. Post them on your wiki page and write a summary of what you were able to do.

Student: _____

The Maze Runner: Scenario 3

What's up Newbie? Or should I call you Greenbean! You are now a trainee and have been placed into a community, built by others, and your mission is to solve their maze. Be careful Shank, you may not know who to trust in here; you never know, some of them could be working with you and others might be working against you!

Just remember, you need to return to the community by nighttime or else you will meet the monsters that roam the maze! Find your weapons and supplies and be sure that the others do their jobs so that the group can survive.

Keeping everyone in the community alive is just part of your goal, your main mission is to solve the maze! Only the very best can survive and escape, are you one of them?

Ask yourself these questions:

- 📦 What will you need to survive?
- 📦 How do you know who can be trusted?
- 📦 What is your job and how can you support others to survive?
- 📦 What will you need to solve the maze? What is your strategy?

Your Tasks:

- 📦 Perform your job and make sure that others do the same to support your needs.
- 📦 Survive in the community but be careful in who you trust!
- 📦 Solve the maze.
- 📦 Take screenshots of your experience each day. Post them on your wiki page and write a summary of what you were able to do.

TEACHER COPY

The Maze Runner: Scenario I

MinecraftEdu World Settings:

- **Game mode & Student mode: Creative**
- **Time: Does not pass, daylight only**
- **Difficulty: Normal**
- **Weather: none**
- **No Dimensions, Villagers, Monsters, Animals, or TNT**





Student Copy of Scenario I:

Welcome to Survivalcraft! You have been chosen to be on a team of Creators. You must now create a training scenario that will allow others to take a survival test. It is very important that the training scenario is difficult enough so that **only the very best** candidates can survive and escape!





You will start with the construction of a maze. Be sure to build it out of bedrock so that the trainees cannot break out of it! Remember that the maze should have moving parts; you will need an expert in Redstone to help you design the switches and moving parts.

Even though you are referencing the text, you may choose to create the maze in a different way, possibly horizontally (across the ground) or even underground! Whatever design you create, be sure that the maze will lead to an escape that is similar to that described in the story.

Ask yourself these questions:

-  What can I include in the maze to make it challenging?
-  What is my strategy for building? What do I build first?
-  Where can I include moving parts and how will they be used in the maze?
-  What type of escape do I want to create for trainees in my maze?

Your Tasks:

-  Design a training scenario that is difficult enough so that only the very best trainee will be able to survive and escape!
-  Build a maze out of bedrock. Be sure to include moving parts, using Redstone to power the switches that allow each part to move.
-  Test your maze to make sure everything works as you have designed it.
-  Take screenshots of your experience each day. Post them on your wiki page and write a summary of what you were able to do.

The Maze Runner: Scenario 2

MinecraftEdu World Settings:

- **Game Mode: Survival** (The other students in Lord of the Flies will need the world to be in Survival mode)
- **Student mode: Creative**
- **Time: Does not pass, daylight only**
- **Weather: none**
- **Allow Villagers, Animals, and TNT; No Dimensions or Monsters**

Student Copy of Scenario 2:

Great job! Your team of Creators has completed the maze and training scenario. Now you need to build the community that will support the trainees. You must remember that each trainee must have a job, and each job should have its own setting and location. Create each setting as they are described in the story.

You might also want to write instructions for how each job should be performed; you may use books or signs to do this.

Your trainees will be fighting the monsters in the maze, so be sure to provide weapons in strategic places throughout the maze. Be careful that you don't make it too easy to find the weapons and complete the maze. You might even want to provide the new trainees with an armory of weapons to choose for survival and escape. Just remember, you want to keep a good balance so that **only the very best** candidates can survive and escape!

Ask yourself these questions:

- 🧱 What do the trainees need in the community to live and train?
- 🧱 How will the trainees know what to do for each job?
- 🧱 What weapons will be needed to survive and escape the maze?
- 🧱 How can I be strategic in providing or placing weapons for the trainees?

Your Tasks:

- 🧱 Build the community to support the trainees as they try to survive and escape the maze.
- 🧱 Build the setting for each job needed to survive and train in the community. Be sure to provide instructions so that trainees know how to perform their jobs.
- 🧱 Place weapons in strategic places in the maze (or in an armory) that will help only the very best candidates to survive and escape. Test your maze and then stock it again before leaving it to the trainees.
- 🧱 Take screenshots of your experience each day. Post them on your wiki page and write a summary of what you were able to do.

The Maze Runner: Scenario 3

MinecraftEdu World Settings:

- **Game mode & Student mode: Survival**
- **Time: Day/Night mode is on; Set time for 8:00 – 10:00 minutes**
- **Difficulty: Normal**
- **Weather: Optional**
- **Allow Villagers, Animals, Monsters and TNT; No Dimensions**

Student Copy of Scenario 3:

What's up Newbie? Or should I call you Greenbean! You are now a trainee and have been placed into a community, built by others, and your mission is to solve their maze. Be careful Shank, you may not know who to trust in here; you never know, some of them could be working with you and others might be working against you!

Just remember, you need to return to the community by nighttime or else you will meet the monsters that roam the maze! Find your weapons and supplies and be sure that the others do their jobs so that the group can survive.

Keeping everyone in the community alive is just part of your goal, your main mission is to solve the maze! Only the very best can survive and escape, are you one of them?

Ask yourself these questions:

- 🧱 What will you need to survive?
- 🧱 How do you know who can be trusted?
- 🧱 What is your job and how can you support others to survive?
- 🧱 What will you need to solve the maze? What is your strategy?

Your Tasks:









- 🧱 Perform your job and make sure that others do the same to support your needs.
- 🧱 Survive in the community but be careful in who you trust!
- 🧱 Solve the maze.
- 🧱 Take screenshots of your experience each day. Post them on your wiki page and write a summary of what you were able to do.

The Survivalcraft Community Agreement



I, _____, agree to be an active and positive member of the Survivalcraft Community and give my best effort in learning new skills. I will read the assigned book (*The Maze Runner*, by James Dashner), cooperate, share my ideas, and give helpful suggestions to other players. I will respect other players and not use foul or offensive language, including swearing, racist or sexist remarks, or any other form of discrimination (inside and outside of the game).

I will support other players to build and enjoy the game by NOT griefing (disturbing other players' work without their permission) and NOT harassing other players. Examples of this include:

-  breaking items or building on other players' property
-  taking items owned by other players
-  entering buildings owned by other players without their permission
-  creating "traps" or placing dangerous blocks in public property
-  spawning unwanted animals to bother other players
-  "spamming" the chat with repetitive or unwanted messages
-  killing a player, even indirectly, outside of designated areas.
-  following, sending messages, or otherwise harassing another player after they have asked you to stop



I understand that if I break this agreement, I will be given warnings and asked to change my behavior and my parent(s) or legal guardian(s) will be notified. I understand that if I continue to break the agreement after I have been warned, I will be suspended from the game and expected to discuss my participation and expectations with my teacher before being allowed to return. I will agree to create an additional contract to guide my participation in order to return to the game.

I agree to be banned from the game if I break the additional contract and I understand that I will not be able to complete the game. I understand all of the expectations described above and I agree to participate in the Survivalcraft Community.

Student

Date

Parent

Date

I have read and understand my responsibilities as a member of *the Survivalcraft Community*. I will hold my students responsible for the contract they have signed.

Teacher

Date

Sample Parent Letter

Dear Parents,

I am writing to inform you that our class will be completing a class project using MinecraftEdu in connection to our recent reading of “The Maze Runner” by James Dashner.

Minecraft is a widely popular computer game with participants ranging in age. Recently, I have been researching MinecraftEdu and its educational benefits. The bulk of the information that I have discovered is staggeringly in favor of MinecraftEdu being used as a collaborative learning environment for students of all ages. Many educators claim that no other computer game has made this kind of impact on student learning and student engagement in recent years. Teachers from around the world are using MinecraftEdu in classrooms as well as in extracurricular clubs.

MinecraftEdu is an education-centric spin of the original Minecraft game developed by Mojang. MinecraftEdu offers many education-centric tools for teachers to provide a safe, engaging, and educational gaming experience.

Upon completion of the novel, The Maze Runner, our class will look to deepen our understanding of the themes presented throughout the book by building in MinecraftEdu. This project will give students an opportunity to build the world presented in the book using specific information from the text.

In addition, your child has signed a community agreement stating that our use of MinecraftEdu will be non-violent and will follow the same rules that we use in the classroom. Our community agreement is included with this letter. If you have any questions or concerns, please feel free to contact me directly at

Regards,

Place name here

MinecraftEdu Teacher Menu Guide

- **The default keys used to move around in game are:**
 - **W**: Moving forward
 - **S**: Moving backward
 - **A**: move left
 - **D**: move right
 - **SPACE**: Jump (fly up in creative mode)
 - **LEFT SHIFT**: Sneak (fly down in creative mode)
 - **E**: Open inventory for supplies
- To **look around** move the mouse around or slide your finger across the trackpad
- To **dig blocks** use the left mouse/trackpad (left click) button (hold until the block breaks)
- To **place blocks** use the right mouse/trackpad button (right click)
- To open the **teacher menu** press the **m** or **p** key (version < 1.7).

How to use the Teacher Menu: http://services.minecraftedu.com/wiki/Teacher_Menu

- Change personal settings
- Change World Settings
- Player Settings
- Player Management
- Give Supplies to a player
- Go to any teleport station in the world

How to use Spawn Blocks - allow you to define where users first appear when they load up a new world. This is useful if you want students to appear in a specific starting place.

http://services.minecraftedu.com/wiki/How_to_use_Spawn_Blocks

How to use Allow and Disallow Border Blocks

http://services.minecraftedu.com/wiki/How_to_use-Allow-Disallow-Block

Allow Blocks (used to allow students to build even if student building in general is disabled)

http://services.minecraftedu.com/wiki/Build_allow_block

Disallow Blocks (prohibits student creation or destruction of block)

http://services.minecraftedu.com/wiki/Build_disallow_block

How to use Teleport and Stations:

* **Teleport Blocks** (used to teleport from one location to another)

http://services.minecraftedu.com/wiki/Teleport_block

* **Stations:**

http://services.minecraftedu.com/wiki/How_to_use_Teleport_Blocks_and_Stations

How to create a border block (used to set borders to the world)

http://services.minecraftedu.com/wiki/Border_block