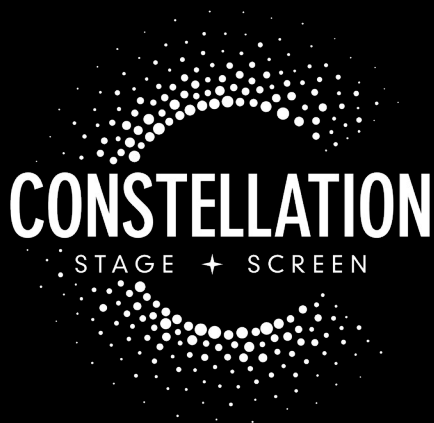


A STUDY GUIDE TO

Anne of Green Gables

by Catherine Bush



IU Credit Union

ANNE OF GREEN GABLES

By Catherine Bush

Adapted from the Novel by L.M. Montgomery

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SETTING

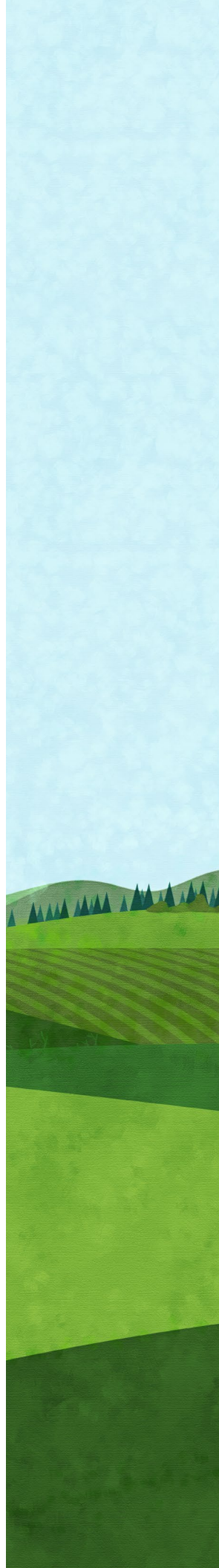
Various locations in the town of Avonlea on Prince Edward Island, Canada, 1890's

CHARACTERS

Anne Shirley – a redheaded orphan with a vivid imagination
Marilla Cuthbert – the spinster who adopts Anne
Matthew Cuthbert – Marilla's brother, quiet and shy
Rachel Lynde – the Cuthbert's nosy neighbor
Mrs. Blewett – a termagant who wants to adopt Anne
Diana Barry – Anne's bosom friend
Gilbert Blythe – a classmate of Anne's
Mr. Phillips – the Avonlea schoolmaster
Stationmaster – runs the Avonlea railroad depot
Doctor – country physician

CAST SIZE AND DOUBLING OF ACTORS

This production of *Anne of Green Gables* features only six actors, with some actors playing more than one role. Doubling of actors requires distinction between characters. In this production, characters will be distinguished by costume, voice and other physical character traits.



SYNOPSIS

As soon as Anne Shirley arrived in Avonlea and saw the snug, white farmhouse called Green Gables, she knew she wanted to stay forever... but would the Cuthberts want to keep her? Or would they send her back to the orphanage?

Marilla and Matthew Cuthbert were hoping to adopt a boy, not a skinny girl with red hair (which she hates!) and a temper to match – a temper that gets her into trouble time and again, first with the gossipy neighbor Rachel Lynde, and then again at school, when Anne breaks a slate over Gilbert Blythe's head for calling her "Carrots."

If only Anne could convince Matthew and Marilla to let her stay, she would try very hard not to keep rushing headlong into scrapes or blurting out the very first thing that came to mind. Shy Matthew finds himself charmed by this otherworldly imp, but his sister Marilla isn't quite sure. Anne is not like anybody else; she was special – a girl with an enormous imagination. And this orphan girl dreamed of the day when she could call herself Anne of Green Gables.

BIOGRAPHY OF THE AUTHOR



Lucy Maud Montgomery was born on November 30, 1874 in Clifton, Prince Edward Island, Canada. Although few women of that time received a higher education, Lucy attended Prince of Wales College in Charlottetown, PEI, and then Dalhousie University in Halifax.

At seventeen she went to Nova Scotia to work for a newspaper, the *Halifax Chronicle*, and wrote for its evening edition, the *Echo*. But Lucy came back to rural Prince Edward Island to teach, and

lived with her grandmother at Cavendish. It is this experience, along with the lives of her farmer and fisherfolk neighbors, that came alive when she wrote her "Anne" books, beginning with *Anne of Green Gables* in 1908.

First published as a serial for a Sunday school paper, *Anne of Green Gables* quickly became a favorite of readers throughout the world. In 1911, Lucy married Ewen MacDonald and afterwards they moved to Ontario, where he became the minister of a Presbyterian church. She bore three sons but continued to write, including seven more novel featuring Anne Shirley and her family. She also wrote *Emily of New Moon* in 1923 followed by two sequels, and *Pat of Silver Bush* in 1933 and its sequel.

In 1935, her husband retired and they moved to Toronto. In 1942, .M. Montgomery died and was buried in the Cavendish cemetery on Prince Edward Island.

BIOGRAPHY OF THE PLAYWRIGHT

Catherine Bush lives in Abingdon, Virginia where she is Barter Theatre's Playwright-in-Residence. Her produced plays include: *The Other Side of the Mountain*, *The Quiltmaker*, *Comin' Up A Storm*, *I'll Never Be Hungry Again* (book and lyrics), *Wooden Snowflakes*, *Tradin' Paint*, *The Controversial Rescue of Fatty the Pig*, *Where Trouble Sleeps*, *The Road to Appomattox*, *The Frankenstein Summer*, *Walking Across Egypt*, *A Jarful of Fireflies*, and *unHINGEd*.



Another play, *Just a Kiss* (produced at New Theatre) was a finalist for the 2007 American Theatre Critics Association's Steinberg Award. Her plays for young audiences include *Cry Wolf!*, *Sleeping Beauty*, *Rapunzel*, *Frosty*, *The Scarlet Letter*, *The Adventures of Tom Sawyer*, *All I Want for Christmas is My Two Front Teeth*, *My Imaginary Pirate*, *The Legend of Sleepy Hollow*, *The Call of the Wild*, *The Princess and the Pea*, *Rudolph*, *The Red Badge of Courage*, *Aesop's Fables*, *Santa Claus is Coming to Town*, *Mother Goose: The Musical* and *'Twas the Night Before Christmas*.

COMPREHENSION

How well did you follow the story? Match the person or place in the first column with the corresponding description in the second.

- | | |
|-------------------------------|--|
| 1. The Lake of Shining Waters | a. The Avenue |
| 2. ipecac | b. Marilla's shy brother |
| 3. Anne Shirley | c. Barry's pond |
| 4. raspberry cordial | d. Anne's bosom friend |
| 5. Rachel Lynde | e. Marilla's prized possession |
| 6. The White Way of Delight | f. what Anne actually served Diana |
| 7. Diana Barry | g. what Anne thought she was serving Diana |
| 8. Matthew Cuthbert | h. an expectorant |
| 9. currant wine | i. redheaded orphan |
| 10. amethyst brooch | j. The Cuthbert's nosy neighbor |

VOCABULARY

These are some of the possible vocabulary words that may be unfamiliar to students. An activity would be to divide the list among the class and have students learn the definition and present their findings to the rest of the class.

amethyst
pincushion
bureau
catastrophe
excruciating
imperious
alabaster
exquisite
cordial
intoxicate
croup

ipecac
expectorant
smallpox
depot
parlor
suspense
qualm
strychnine
distinguished
gable
bewitch

bleak
moderation
gimlet
homely
sourpuss
vexed
dawdle
brooch
phlegm
dunce
commencement

STORYTELLING - IMAGINATION

ACTIVITY 1:

Anne has a vivid imagination and creates new stories about herself and the world around her. Through her stories, Anne is able to transform the ordinary world into a fantastical place! Write a story about a day in your own life, creating new names for the places you go, the people you meet and the objects you encounter. Use your imagination to make it exciting and magical!

ACTIVITY 2:

Write a poem from one of the prompts:

- "Wouldn't it be wonderful to sleep in a cherry tree all white and shimmery in the moonshine...?"
- "Have you ever imagined what it must feel like to wear a dress with puffed sleeves?"
- "Don't you imagine things different from how they really are?"



STORYTELLING - POINT OF VIEW

Pick one of the following scenes and rewrite it from the point of view of the given character:

Scene

Anne breaking the slate over Gilbert's head
Diana arriving home intoxicated
Matthew gives Anne the dress with puffed sleeves

Point-of-View

Mr. Phillips
Mrs. Barry
Marilla

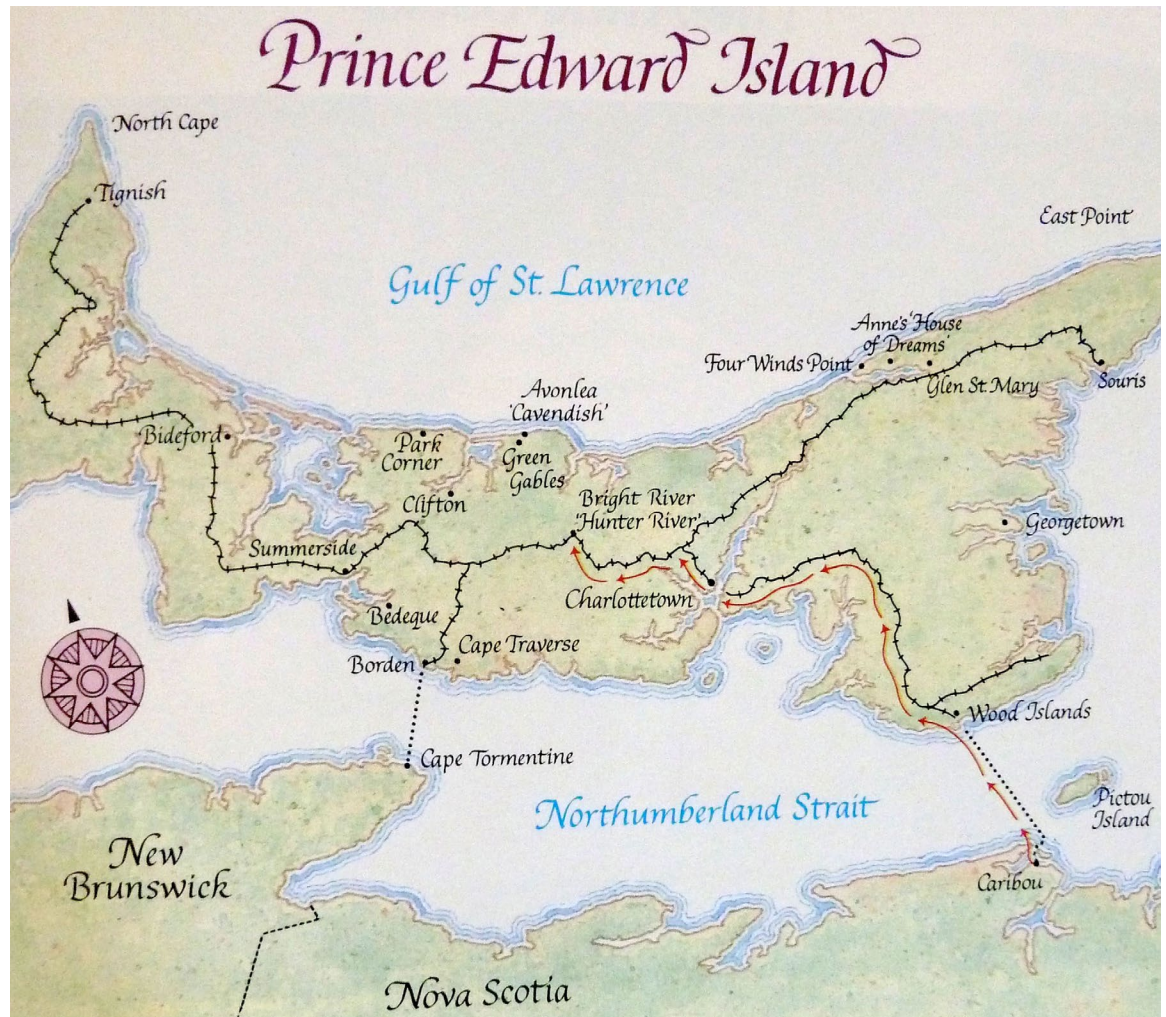
Read your scene aloud in class then discuss how point-of-view affects a story.

GEOGRAPHY

Where is Prince Edward Island? Find Prince Edward Island on the map. Where is it in relation to Indiana?



See below for details of the island, as told in the L.M. Montgomery's Anne books.



HISTORY AND CULTURE

FARMING ON PRINCE EDWARD ISLAND

(Excerpts from) <http://culturesummerside.ca/assets/Program-The-History-of-Agriculture.pdf>

The History of Agriculture (Farming) on Prince Edward Island Prepared by Marlene Campbell and Heather Keefe of Wyatt Heritage Properties, Summerside, 2008 for the PEI Museum Association outreach program This program has been made possible through partial funding from the Community Museums Association of Prince Edward Island's Museum Development Grant.

Agriculture is the science of growing crops from the land or raising livestock in order to produce food, feed, fiber, and fuel.

Farming as a Way of Life

Farming was a family affair. Everyone was required to help in order to ensure survival. Women and girls had to help with the outdoor work as well as do the indoor chores. Men and boys weren't expected to help in the house. Women and girls not only helped plant, tend, and harvest the crops but they looked after the gardens and the drying and storing of the produce. They made butter and cheese and collected the eggs. Women and men worked together to build a successful farm.

Farms had different chores depending on the time of year. Winter would have been the slackest season. Livestock was fed, given water to drink, and cleaned daily. The farmer watered the livestock by herding them to a stream or brook or by hauling the water to the animals in buckets. The rest of the day would be spent in the woods clearing land, and separating lumber from firewood.

Neighbors would gather together to hold frolic parties or working bees to help each with tasks such as chopping firewood, building a barn, or tanning leather. When the work was done for the day a party would be held in the evening.

Depending on the year the planting of crops would begin by the end of May and into June. The vegetable garden would also be planted. The moon was an important guide for knowing when to plant crops. The farmers couldn't afford to have a tender crop destroyed by a spring frost.

The summer days would be spent hoeing the crops to keep down the weeds, putting up or storing produce, and picking fruit. The cutting and drying of grass to make hay to feed the animals would begin in late July.

Early fall brought the harvest of the grain crops such as wheat, oats, and barley. The straw, which is the stock that the grain seeds grow on, would be cut low to the ground. The cut grain would be tied into circular arrangements called stooks. The stooks would then be transported to a barn or granary until the quieter days of winter when neighbors would gather for the threshing. Threshing was the separating of the grain seeds from the straw. In the early years of farming it was done by hand but over time technology developed winnowing and threshing machines. In today's world a machine called a combine separates the grain and the straw as the crop is being cut in the field.

In early October the potato crop would be harvested. If it was not sold right away it was stored in a root cellar under the house or barn where the temperature was cool but didn't go below freezing. In late October the turnip crop was harvested. A slight frost on the turnips gave them a much sweeter taste. The same cycle of chores per season went from year to year.



SCHOOL ON PRINCE EDWARD ISLAND

Historic Orwell School built on Prince Edward Island 1895. The Orwell School is a well preserved rural one room schoolhouse located in the Orwell Corner Historic Village. Constructed by local artisans in 1895, it has a wood frame, shingle cladding, and a gable roof.

<https://www.historicplaces.ca/en/rep-reg/image-image.aspx?id=4591#i1>



SOCIETY

Gender Roles in Avonlea

Throughout the play, Anne defies some of the rules about being a girl while keeping with other traditions, such as when she has tea with Diana. Take a look at the quotes below, connected with what it means to be a girl during this time. Try reading the quote aloud, then writing the expectation or assumption being made about gender roles.

Quote: "Don't you know it's dangerous for girls to run that fast?"

Gender Expectation/Assumption:

Quote: "We have no use for a girl."

Gender Expectation/Assumption:

Quote: "But Gilbert makes fun of all the girls. He calls me "crow" because my hair is so black."

Gender Expectation/Assumption:

Quote: "Hold your tongue, young lady! You must learn to mind your manners if you are to live under my roof."

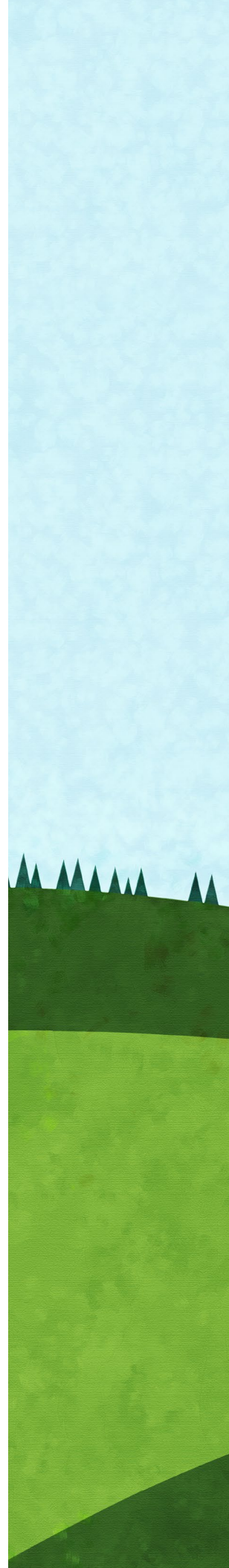
Gender Expectation/Assumption:

Quote: "Well, the whole town is talking about it – how Anne Shirley beat Gilbert Blythe for the scholarship to Queens. Mr. Phillips said it was close – only one point difference. Well, Anne, you must be proud of yourself. Mind, I'm not at all certain women have any business going in for that sort of education..."

Gender Expectation/Assumption:

Reflect

1. Which of the gender expectations or assumptions above do you still see today? Which have changed?
2. What do people expect of you because of your gender? Do you break those expectations in any way?
3. What are some other ways that Anne makes her own rules about being a girl? Which rules does she seem to follow?



TEACHER RESOURCES: EXTENDED READING LIST

The following reading recommendations are linked to their respective pages on the Monroe County Public Library website:

Additional titles by L.M. Montgomery

- [*Anne of Green Gables*](#)
- [*Anne of Avonlea*](#)
- [*Anne of the Island and Anne's House of Dreams*](#)
- [*Anne of Ingleside*](#)
- [*Rainbow Valley*](#)
- [*Christmas With Anne and Other Holiday Stories*](#)
- [*Emily Climbs*](#)
- [*Rilla of Ingleside*](#)

Other titles of interest

- [*The Chronicles of Narnia*](#) by C.S. Lewis
- [*Little House on the Prairie*](#) by Laura Ingalls Wilder
- [*A Little Princess*](#) by Frances Hodgson Burnett
- [*The Penderwicks*](#) by Jeanne Birdsall
- [*Pollyanna*](#) by Eleanor H. Porter
- [*The Secret Garden*](#) by Francis Hodgson Burnett

