

Anne of Green Gables

Grades 7-8

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By Lucy Maud Montgomery



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Objectives

1. To introduce the students to the writings of a Canadian author.
2. To acquaint the students with the lifestyles of the people during the late 1800's on Prince Edward Island.
3. To explore the various aspects of being an orphan during the late 1800's.
4. To relate how characters in a story feel and change throughout it.

Summary of the Story

Marilla Cuthbert and her brother Matthew wanted a sturdy boy to help with the chores on their farm that was located on Prince Edward Island in Canada. They applied to the local orphan asylum for a boy and they were very surprised when a scrawny big-eyed girl was waiting for them at the train station. This was no ordinary girl. Anne Shirley was a dramatic, imaginative, strong willed young lady who was determined to remain at Green Gables. Despite their misgivings, the Cuthberts finally allowed Anne to stay, a decision that changed all of their lives.

Neither Matthew nor Marilla had any experience raising children but the shy Matthew and the loquacious Anne became strong allies and good friends. Marilla's staunch ideals about the virtues of hard work, plain living and her no nonsense approach to life often clashed with Anne's fanciful dreams and elaborate imagining. A strong bond of affection and love developed between Marilla and Anne.

Anne's fiery red hair caused her much anxiety and she often blamed her temper and temperament to it. Gilbert Blythe, a handsome classmate and rival, teased Ann about it frequently. She was mortified and very angry and vowed to hate him forever. Throughout school the feud continued and they competed fiercely for scholastic honours. Anne's growing up years are filled with many trials and tribulations. She is no longer lonely and acquires many friends even the prim, gossipy, judgemental townspeople.

Anne developed into a mature, thoughtful, responsible and successful young woman. After graduating with honours from Avonlea school, Anne goes on to study at Queen's College to become a teacher and wins the coveted Avery scholarship. When Anne's beloved Matthew dies her joy is mingled with sadness and she and ailing Marilla do not know how they will manage the farm alone. Anne decides to abandon her plan to attend Redmond College on the Avery scholarship. Gilbert Blythe gives up his position at the Avonlea school so that Anne can have the job and remain at home with Marilla. Anne gains much more than she gives up. She receives the undying love and gratitude of Marilla and her feud with Gilbert comes to an end and they become good friends. Anne becomes a young woman with a strong character that will enable her to meet with resolve whatever challenges the future may bring.

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Name: _____



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Chapter I

Vocabulary: • betoken, decorum, deftly, • ruther, thereof, sowing, ponder

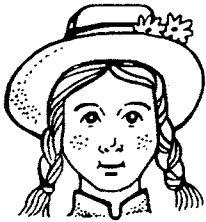
1. Sketch where Avonlea is located.
2. Describe three "June" like actions happening in this chapter.
3. What mission was Matthew on that June afternoon?
4. Write a paragraph that describes each of the following characters:
 - a) Marilla
 - b) Matthew
 - c) Rachel Lynde

Chapter II

Vocabulary: stationmaster, • hereabouts, rigidity, • carpetbag

Have the students define and then classify the compound words in this chapter's vocabulary list. Ask them to find ten more compound words from Chapter II.

1. a) Why must Matthew nod to all the women that he sees on his journey, even if he doesn't know them?
 - b) Why would Matthew not like this?
2. Sketch Anne, using only the two descriptive paragraphs for all your details.
3. Describe the interaction between Matthew and Anne on their ride home.
4. a) What is unusual about the roads in P.E.I.?
 - b) Use a resource book to determine why their soil is a different colour.
5. List six things that would likely be in the carpetbag that holds all of Anne's "worldly goods".



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Chapter III, IV and V

Vocabulary: wrathfully, dispatched, • hinder, forth, • thereupon

1. Why does Marilla think "that the spare room was out of the question for such a stray waif"?
2. At the end of the first day how are Anne, Marilla and Matthew feeling?
3. Anne often uses the phrase "there's so much scope for imagination". What causes you to use your imagination?
4. What names has Anne given to the following plants and places?
 - a) geranium
 - b) cherry tree
 - c) Barry's pond
 - d) the Avenue
5. Record, in the correct sequence, Anne's history as she tells it to Marilla. The students could then do their own time lines.
6. What emotion does Marilla begin to feel towards Anne? Explain a time when you've felt this emotion.
7. Predict what will happen to Anne and give reasons for your prediction.

Chapter VI

Vocabulary: providential, folks, benevolent, • reckoned, • asylum, ottoman

Use a dictionary to divide the words into their correct syllables.

1. What solution does Mrs. Spencer offer to Miss Cuthbert regarding Anne?
2. What was Marilla's response to Mrs. Blewett's invitation?
3. Marilla says "Anyhow, we've decided on the experiment and goodness only knows what will come of it." Describe in detail an experiment that you've tried (or your family) and the outcome of it.