



REFLECTING ON

ANNE of  
GREEN GABLES  
BY L.M. MONTGOMERY

Imagine! Create! Inspire!  
Pre- and Post-Visit Activities



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## Educational Resource Package

created in conjunction with  
Library and Archives Canada's exhibition,  
*Reflecting on Anne of Green Gables*

### Introduction

- Teachers may use these activities to introduce students to *Anne of Green Gables* before visiting Library and Archives Canada (LAC), and for follow-up after the visit.
- The activities are cross-curricular and can be used separately or as a complete unit.
- The activities vary in difficulty, but can be adapted for different grade levels.

### Adaptations

1. Students may select from a variety of activities and can choose to work individually, in pairs, or in small groups.
2. The variety of response activities address multiple learning styles and allow for individual abilities, interests and needs to be met.

### Contents

1. Lucy Maud Montgomery Factsheet
2. Reading *Anne of Green Gables*
3. Writing Activities
4. Oral Communication Activities
5. Media Literacy Activities
6. Music Activities
7. Visual Arts Activities
8. Drama and Dance Activities
9. Website Activities
10. Audio-visual Materials
11. Overall Expectations
12. Evaluation Rubrics

Additional materials and resources can be found on the LAC website at:

<http://www.collectionscanada.gc.ca/whats-on/anne-exhibition/index-e.html>



## 1. Lucy Maud Montgomery Factsheet

(Source: <http://www.anne2008.com/userfiles/Brief%20Bio%20LMM.pdf>)

- Lucy Maud Montgomery was born in Clifton (now called New London), Prince Edward Island, on November 30, 1874.
- When Lucy Maud was 21 months old, her 23-year-old mother died of tuberculosis. Lucy Maud's father left her in the care of her maternal grandparents. He then moved to western Canada, where he settled in Prince Albert, Saskatchewan, and remarried.
- Lucy Maud grew up in the seaside fishing and farming community of Cavendish. As an only child, living with an elderly couple, she felt a lack of companionship but found comfort in nature, reading books and writing.
- When she was nine, Lucy Maud began writing poetry and keeping a journal.
- At the age of 16, Lucy Maud went to stay with her father and his second wife in Prince Albert. She and her stepmother did not get along, however, and she returned to Prince Edward Island a year later in 1891.
- In 1893–1894, she studied for a teacher's licence at Prince of Wales College, in Charlottetown, and had a brief teaching career.
- Lucy Maud left teaching for a year (1895–1896) to study English literature at Dalhousie University in Halifax, Nova Scotia, becoming one of the few women of her time to seek higher education.
- In 1898, Lucy Maud returned to Cavendish to care for her grandmother. She remained with her grandmother for the next 13 years.
- In 1899, she earned \$96.88 from her writing, not a fortune but considered a good income at the time.
- In 1905, Lucy Maud wrote her first and most famous novel, *Anne of Green Gables*. She sent this manuscript to several publishers, but it was rejected. It was then kept in a hatbox for two years.
- In 1907, she decided to try again to have *Anne of Green Gables* published. It was accepted by the Page Company of Boston, Massachusetts, and published in 1908. The book became an immediate international success.
- On July 5, 1911, after her grandmother died, Lucy Maud married the Reverend Ewan Macdonald.



- They had three sons: Chester (1912), Hugh (stillborn in 1914) and Stuart (1915).
- Lucy Maud continued to write best-selling novels, as well as short stories and poems, and faithfully kept a journal.
- Lucy Maud died in Toronto, Ontario, on April 24, 1942, and was buried in the Cavendish cemetery, overlooking the land and sea that she loved.
- In 1943, Lucy Maud was declared a person of national historic significance in Canada.
- In 1999, Lucy Maud Montgomery was voted one of the top 20 Canadian heroes of the 20th century. Her novels are still international best-sellers after 100 years!

## 2. Reading *Anne of Green Gables*

*Anne of Green Gables* is a novel that can be enjoyed by reading it aloud in the classroom. The readings may be shared between the teacher and volunteers from the class who have had a chance to prepare their reading selection.

*Anne of Green Gables* is also available on audiotape:

Narrated by Susan O'Malley.

Blackstone Audio, 2006. eISBN 9780786151530

Audio Length: 10 hours, 41 minutes, 13 seconds

*Anne of Green Gables* Online.

<http://www.literature.org/authors/montgomery-lucy-maud/anne-of-green-gables/>

This is an online library that features full-text versions of *Anne of Green Gables* and many other works by Lucy Maud Montgomery for your students to read.

<http://digital.library.upenn.edu/webbin/book/search?amode=start&author=Montgomery%2C+L.+M.>

This site offers full electronic versions of Montgomery's poetry and short stories, as well as critiques of Montgomery's work.

Montgomery, L.M. *The Alpine Path: The Story of My Career*.

Halifax: Nimbus Pub., 2005. ISBN 1551095327

Excerpt available at [http://www.online-literature.com/lucy\\_montgomery/2045/](http://www.online-literature.com/lucy_montgomery/2045/)

## 3. Writing Activities



### **Story Quilts**

Create a story quilt for *Anne of Green Gables*. Students illustrate their favourite part of the story, add captions and glue their picture to a large square of coloured construction paper *or* directly onto felt squares. Mixed media may be used to provide texture to the drawings. Holes can be punched in the corners of the squares so that they can be sewn together with yarn to create a Class Quilt for display.

### **Cartoon Strip**

In this activity, students are cartoonists for the local newspaper. Have them select a humorous scene from *Anne of Green Gables* and illustrate it as a cartoon strip. Make sure that they examine techniques that cartoonists use and include speech bubbles.

### **Big Books for Little Buddies**

The kindergarten class at your school loves Big Books! With a partner, students will select 10 key events from *Anne of Green Gables* and rewrite the story to introduce it to four- and five-year-olds. Examine with your students ways that authors and illustrators format and illustrate Big Books. Then have students write and present their own Big Book!

### **A Humorous Look at the Early Years**

Have students write about one humorous incident in Anne's early years that happened before she came to Green Gables. They should try to make it as comical and amusing as possible. Illustrations are encouraged!

## **4. Oral Communication Activities**

### **Dialogue Sketch**

Imagine that Anne and Diana have been separated since the age of 20. It is now 50 years later! How would they look? What would they say? Ask students to create a "dialogue sketch" for these or any other characters from *Anne of Green Gables*.

### **Story Cards**

Have your students make separate cards for each major event from *Anne of Green Gables*. These may be illustrated along with a caption. Players choose any card and tell the story of what happened in that scene.



Introducing Matthew and Anne	Chapter 2
Anne Loses Her Temper	Chapter 9
Anne, Gilbert and Smashing Slates	Chapter 15
Anne to the Rescue	Chapter 18
The Woods are Haunted	Chapter 20
Daredevil Anne	Chapter 23
Green Hair	Chapter 27
Gilbert to the Rescue	Chapter 28
The Death of Matthew	Chapter 37
Reunited At Last	Chapter 38

### Talk Show

Your students have been invited to perform live on “Oprah” (or any other talk show). Working with a partner, students will prepare an interview (questions and answers) to introduce *Anne of Green Gables* to a television audience. One student can be the host and ask the questions, and the other can be the author or publisher. The aim is to get the television audience really excited about this book!

## 5. Media Literacy Activities

### Adventure Board Game

Students invent an adventure board game for *Anne of Green Gables*. It could include many of her escapades (i.e., dyeing her red hair green). If a player lands on that square, what will the penalty be? Examine different board games (i.e., Snakes and Ladders) to find ideas that students can include in their game. Invite other students to play!

### Advances in Technology

Lucy Maud Montgomery witnessed the following technological advances during her lifetime:

- telephones, victrolas, wireless radios
- cars, airplanes, motorized tractors
- silent films and talking movies, cartridge film cameras, colour photographs, home movie cameras

Have students research the advances in technology over the past 50 years. Make a list of 10 items, and have them choose one that could have significantly altered the storyline of *Anne of Green Gables*.

## 6. Music Activities

### Soundscape



Create a soundscape for “The Haunted Woods” or “Lover’s Lane”, two locations in *Anne of Green Gables*. A soundscape is a series of sounds or musical pieces that tell a story. Students may use their bodies and voices in imaginative ways to create a memorable soundscape! They can try different sound effects (e.g., blowing through their hands, rubbing their hands together, shuffling their feet, pounding their hands on the floor) to make their story come to life. Record the soundscape!

## 7. Visual Arts Activities

### Four-Way Character Sketch

Fictional characters are often developed in four ways in stories.

- Appearance: Physical attributes: what do they look like?
- Actions: What do they do? How do they move, etc.?
- Dialogue: What do they say and how do they say it?
- Monologue: What are they thinking?

Ask students to choose a character from *Anne of Green Gables*. Using art materials of their choice, students will try to capture the personality of the character they have chosen on paper. They may add “speech bubbles” and “thought bubbles” to their artwork to complete the description.

### Jigsaw Mural

Class members can create a large jigsaw mural depicting scenes, events, or favourite parts from *Anne of Green Gables*.

Preparation of jigsaw:

1. The teacher lays a large sheet of paper on the floor and divides it into irregular jigsaw shapes (if there are 25 students, divide the sheet into 25 irregularly segments).
2. Number each segment of the jigsaw in sequence. For example, for 25 students, each segment is numbered from 1 to 25. Start at the top left-hand corner and continue to the top right-hand corner. Then continue in the second row from left to right until the last number in the final jigsaw shape is in the bottom right-hand corner.
3. Each student receives one part of the jigsaw. On the opposite side of the jigsaw piece from the number, students draw and then colour in their picture using a variety of media (e.g., paint, markers, crayons, etc.).
4. Once all the jigsaw pieces have been completed, collect them in sequence, from 1 to 25.
5. Place all the jigsaw pieces face down on the floor and rearrange the pieces numerically to make a giant jigsaw.
6. Tape the pieces together, flip it over and the class will have a fascinating mural to hang in the classroom!

## 8. Drama and Dance Activities



### **Conflict Resolution**

One of the major themes throughout *Anne of Green Gables* is the ongoing conflict and competition between Anne and Gilbert. Have students create a “conflict resolution” dance between Anne and Gilbert. Incorporate a CD for musical accompaniment.

### **Pantomime**

Pantomime is a dramatic performance, originating in ancient Rome, which often features a solo dancer and a narrative chorus. This can be adapted for small group performances. Students select a scene from *Anne of Green Gables* that will allow the performer(s) to use a variety of body and facial movements to recreate it. Musical instruments, choral readings and various lighting effects may all be included in the presentation.

### **Documentary**

Montgomery was a gifted author, photographer, letter writer, scrapbook keeper, journalist, and teacher. She was an extremely sensitive woman who suffered deeply from events that touched her life—the death of her son Hugh at birth, the horrors of the First World War, and the discovery that her husband suffered from religious melancholia, a type of severe depression. Her novels and stories often focus on orphans, children who have been abandoned by their parents, and children in the care of unloving relatives.

Have students research the life of Lucy Maud Montgomery and prepare a mini-documentary that explores how the experience in her real life became the experiences of the characters in her books.

## **9. Website Activities**

### ***Picturing a Canadian Life: L.M. Montgomery’s Personal Scrapbooks and Book Covers***

<http://lmm.confederationcentre.com/english/welcome.html>

This website provides an overview of the work and passion of Lucy Maud Montgomery.

1. In the menu bar, select “Collecting & Creating Images” and then go to “Fashions, Fabrics, and Flowers” to view Montgomery’s passion for clothes, her wedding dress. Students can design long skirts with the different fabric swatches.

**Student Activity:** Students can design and draw an outfit for one of the main characters from *Anne of Green Gables*. Their design could be a 1908 version (remember Anne’s puffy sleeves?) or a 2008 style.

2. In the menu bar, select “Fun Learning” and then go to “Creating Your Own Scrapbook” and the “History of Scrapbook Keeping”. These sections of the



*Picturing a Canadian Life* website will introduce students to an interactive scrapbook demonstration and samples of products.

**Student Activity:** Students combine text and visual images to create their own scrapbook page.

3. In the menu bar, select “Cultural Tourists” and visit “L.M. Montgomery’s Impact Globally” to reflect on how Montgomery helped to form Canada’s identity.

**Student Activity:** Have students research the changing role of women in Montgomery’s time and how she became a Canadian icon.

### ***L.M. Montgomery Institute***

<http://www.lmmontgomery.ca/>

This is an excellent website that provides detailed information and interactive tools.

1. In the top menu bar, select “L. M. Montgomery” and then “Anne ’08 Virtual Exhibits”, to access book-cover art for more than a dozen translations of *Anne of Green Gables*, in languages ranging from Arabic to Turkish. A fascinating visual interpretation of Anne!

**Student Activity:** Students research the purpose of book covers/dust jackets and design a modern-day cover for a 2008 edition of *Anne of Green Gables*. Alternatively, students could design a book cover for a country that is not depicted on the website.

2. In the menu bar, select “L. M. Montgomery” (top menu bar) and then “Life”. This presents a detailed synopsis of the life and times of Lucy Maud Montgomery.

### **Student Activities:**

- i) After reading about the life of Lucy Maud Montgomery, students can go to the “L. M. Montgomery Quiz” (also available from the “L. M. Montgomery” section) and test their knowledge.
- ii) Under the “L. M. Montgomery Quiz”, students will also find the “Crazy Quilt Jigsaw Puzzle”. See if they can reconstruct her quilt. Students can then each create one piece for a classroom quilt.

**CBC Digital Archives. *Beyond Green Gables: The Life of Lucy Maud Montgomery***

[http://archives.cbc.ca/IDD-1-74-1630/people/lucy\\_maud\\_montgomery/](http://archives.cbc.ca/IDD-1-74-1630/people/lucy_maud_montgomery/)



This is an outstanding interactive resource containing fascinating radio and TV clips that explore several areas of Lucy Maud Montgomery's life.

1. Choose from 16 different *TV/Radio Clips* that include: how family tragedy influenced Montgomery's writing; how female authors dealt with discrimination; and the commercialism and exploitation of Montgomery's work.

**Student Activity:** After viewing or listening to one of the *TV/Audio clips*, select "*Did You Know?*" (which accompanies each video excerpt). Students can write a newspaper report that might have appeared in an early 1900s newspaper about the exciting new author, Lucy Maud Montgomery.

## 10. Audio-visual Materials

*The Bend in the Road*. Charlottetown, P.E.I.: L.M. Montgomery Institute, University of Prince Edward Island, 2000. ISBN 0968729800

This is a multi-media CD-ROM presentation that shares the life, work and influence of Lucy Maud Montgomery. It includes more than 300 separate screens, 30 video clips, 100 audio clips, and more than 200 personal photographs by Lucy Maud Montgomery.

*Anne of Green Gables*, Videorecording. [Toronto]: Sullivan Entertainment, 1995. Filmed in Prince Edward Island, this award-winning production introduces us to Anne Shirley and her adventures. Produced by Kevin Sullivan, Ian McDougall and Anne of Green Gables Productions. Starring Megan Follows, Colleen Dewhurst and Richard Farnsworth. Also available on DVD.

*The Many Mauds: The Life and Times of Lucy Maud Montgomery*, CBC, 1996. VHS 1996.

CBC Canada's Premiere Biography Series.

This documentary explores the complex life of Lucy Maud Montgomery. It features scenes from various productions of *Anne*, excerpts from Montgomery's personal journals, and scenes of Prince Edward Island and Green Gables.

<http://www.cbc.ca/lifeandtimes/montgomery.html>

## 11. Curriculum-Related Expectations

(Elementary and Secondary)

### Writing

Developing and Organizing Content: Students should generate, gather, and organize ideas and information to write for an intended purpose and audience.

*Elementary/Secondary*



Reflecting on Skills and Strategies: Students should reflect on and identify their strengths as writers, areas for improvement, and the most helpful strategies they found at different stages in the writing process.

*Elementary/Secondary*

### **Oral Communication**

Speaking to Communicate: Students should use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

*Elementary/Secondary*

Reflecting on Skills and Strategies: Students should reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations.

*Elementary/Secondary*

### **Reading**

Reading with Fluency: Students should use knowledge of words and cueing systems to read fluently.

*Elementary/Secondary*

Reflecting on Skills and Strategies: Students should reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading.

*Elementary/Secondary*

### **Media Literacy**

Creating Media Texts: Students should create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques. *Elementary/Secondary*

Reflecting on Skills and Strategies: Students should reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

*Elementary/Secondary*

### **Music**

Students should communicate their response to music in appropriate ways (i.e., through visual arts, drama, creative movement, language).

*Elementary*

Students should demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection). *Secondary*

### **Visual Arts**

Students should produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes.

*Elementary*



Students should apply the creative process (perception, exploration, experimentation, production, and evaluation) in their work.

*Secondary*

### **Drama and Dance**

Students should interpret the meaning of stories, poems and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (i.e., role playing, movement sequences).

*Elementary*

Students should demonstrate acting technique by engaging in a variety of roles.

*Secondary*

Students should demonstrate an understanding of group responsibility in the creation of a drama.

*Secondary*

Students should create and perform dramatic presentations, using knowledge of conventions, performance, spaces and audience perspectives.

*Secondary*



## 12. Evaluation Rubrics

### Evaluation for Presentations

#### Group Members:

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#### CRITERIA:

##### Content of Presentation

##### Clarity of Presentation

##### Style of Presentation

##### Organization of Presentation

#### Level 4

1. Your presentation shares what you have learned by demonstrating *in-depth understanding of the content* and is extremely informative and applicable.
2. Your presentation is *clearly presented* and understood by *all*.
3. Your *style of presentation* is enthusiastic and *captivates* the attention of your audience.
4. The organization of the presentation is *extremely well-paced* and *logical*.

#### Level 3

1. Your presentation shares what you have learned by demonstrating *thorough understanding of the content* and is highly informative and applicable.
2. Your presentation is *clearly presented* and understood by *most*.
3. Your *style of presentation* is enthusiastic and *holds the attention* of your audience.
4. The organization of the presentation is *well-paced* and *logical*.

#### Level 2

1. Your presentation shares what you have learned by demonstrating a *good understanding of the content* and is informative and applicable.
2. Your presentation is *fairly clear* and understood by *some*.
3. Your *style of presentation* is interesting and *keeps the attention* of your audience.
4. The organization of the presentation is *adequately paced*.

#### Level 1

1. Your presentation *requires deeper understanding* of the content, additional information, and further application.
2. Your presentation *needs further clarity* and is understood with assistance.
3. Your style of presentation *needs to capture audience attention* and involvement.
4. The organization of your presentation *requires adequate pacing*.



**INSTRUCTOR'S EVALUATION:**

\_\_\_/16

**Bonus points for creativity:**

\_\_\_/2

**TOTAL:**

\_\_\_/16

**Generic Rubric for All Introductory Activities**

<b>Categories</b>	<b>Level 1</b> <i>limited</i>	<b>Level 2</b> <i>some</i>	<b>Level 3</b> <i>considerable</i>	<b>Level 4</b> <i>high degree</i>
Knowledge and Understanding of Content	Needs improvement	Satisfactory	Very good	Exemplary
Critical and Creative Thinking Skills	Needs improvement	Satisfactory	Very good	Exemplary
Communicates Meaning Through Various Forms	Needs improvement	Satisfactory	Very good	Exemplary
Application of Knowledge and Skills	Needs improvement	Satisfactory	Very good	Exemplary
Ability to: <b>Imagine, Create and Inspire.</b>	Needs improvement	Satisfactory	Very good	Exemplary

**Comments:**



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