

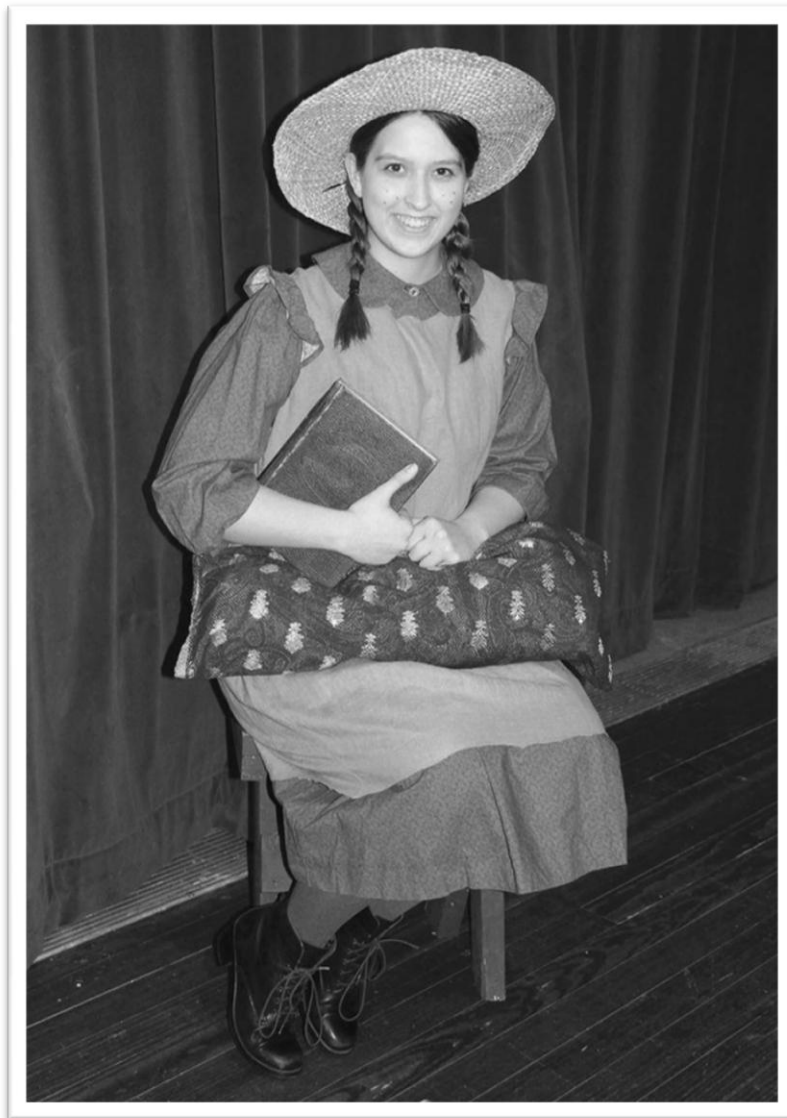
Anne of Green Gables

A play by R. N. Sandberg

Based on the novel by L. M. Montgomery

Directed by Catherine Parker

Presented by the Rochester College Theatre Department



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Meet the Main Characters:

Anne Shirley:

Anne is an orphan who is adopted by Matthew and Marilla Cuthbert. She has difficulty mixing social customs with her own unique sensibilities. Anne is stubborn, passionate, loyal, and intelligent. She loves beauty and fantasy and wants to be a good person.

Marilla Cuthbert:

An unmarried woman who adopts Anne. Marilla lives at Green Gables with her unmarried brother, Matthew. Although she raises Anne strictly, she loves her, and by the end of the play, she becomes softer and more expressive.

Matthew Cuthbert:

A sixty-year-old bachelor who lives at Green Gables with his sister, Marilla. Matthew is painfully shy and a little eccentric. Anne considers Matthew a kindred spirit and always turns to him when she wants a sympathetic ear.

Diana Barry:

Diana and Anne become bosom friends immediately after they meet. Full of romantic notions about love and friendship, they swear devotion to each other forever. Although an agreeable girl, Diana lacks Anne's imagination, intelligence, and independence.

Gilbert Blythe:

A handsome, smart Avonlea boy who becomes Anne's rival in school. Anne's rivalry with Gilbert keeps her motivated throughout her academic career.



Character descriptions abridged from:
<http://www.sparknotes.com/lit/anneofgreengables/characters.html>

Theatre Etiquette:

When Anne moves to Green Gables, she has to adapt to new rules and etiquette. In the theatre, etiquette is different than in the outside world.

Here are some rules to keep in mind while watching a play:

- **Make sure to use the restroom before the show!** You don't want to miss a moment of Anne's imagination. Leaving during a performance distracts the actors onstage and ruins the show for your fellow audience members.
- **Please turn your cell phones off.**
- **Do not put your feet on the back of the seats in front of you.**
- **No photography or videography is allowed during the performance!**
- **Please applaud at the end of the show.** Applause shows not only your appreciation for the performers, but also for the hard work of everyone who works behind the scenes.
- **The theatre is a truly special place.** Unlike watching a movie or TV, the performance onstage is happening live in front of you. Please be respectful to both other audience members and the actors onstage.



http://www.denverabc.org/images/Theatre_Masks.gif

Green Gables Vocabulary

Some words and sayings used by residents of turn-of-the-century Prince Edward Island have different meanings than they do today...or are no longer used at all. Here's a basic guide to the vernacular of Anne's world:

- “Bind yourself to the grindstone”**...To apply oneself to his or her work
- Birch switch**...Twigs or paddles were used to spank children who misbehaved
- Beau**...A suitor or boyfriend
- Croup**...An inflammation of the larynx and trachea in children, which caused breathing difficulties
- “Driving home the cows”**...Cows and other farm animals were herded daily back from their pastures to their farmer's barn.
- “Fiddlesticks!”**...An expression of annoyance or impatience
- For keeps**...Indefinitely, permanently
- Handsome**...Good-looking (applicable to both genders)
- Homely**...Unattractive
- Ipecac**...A drug meant to induce vomiting
- Matron**...Female caretaker
- Mite**...A very small amount
- Orphan asylum**...An orphanage
- “Putting my oar in”**...To meddle
- Rigmarole**...Unnecessary fuss
- Saucy**...Bold, disrespectful
- Strychnine**...A type of poison
- Twitted**...To taunt or tease



Anne-isms

Anne is the most imaginative resident of Green Gables and is fond of ornate and archaic words and expressions...and sometimes, she creates her own!

- “Bear up under affliction”**...To keep brave despite adversary.
- Benefactress**...A woman who helps a person or cause
- Bloomiest**...Most flourishing
- “Bosom friend”**...A very close companion
- “Fare thee well”**...An archaic way to say “take care!”
- Gimlet**...A small hand tool (though Anne tries to use this as an insult!)
- Henceforth**...From now on
- “Cover the past with the mantle of oblivion”**...To forget what has happened
- Incorrigible**...Incurable, hopeless
- Languishing**...Wasting away
- Revelry**...Partying, merriment
- Tragical**...Anne's way of saying “tragic”

About the Author: L. M. Montgomery



"Kindred spirits are not so scarce as I used to think.
It's splendid to find out there are so many of them in the world."
--L.M. Montgomery, *Anne of Green Gables*

Lucy Maud Montgomery was born on November 30, 1874 in Clifton, Prince Edward Island, Canada. She is best known for the books she wrote, especially the *Anne of Green Gables* series.

Her mother died when she was only 21 months old, and Montgomery was raised by her maternal grandparents in Cavendish, P.E.I. An only child with elderly caregivers, Montgomery often found companionship in nature, books, and writing.

Although few women of that time received higher education, Montgomery attended Prince of Wales College in Charlottetown, P.E.I., and then Dalhousie University in Halifax. After college, she returned to Prince Edward Island, where she took on various teaching engagements. During her years of study and teaching, she planned to be a writer.

In 1898, Montgomery returned to her home in Cavendish to care for her widowed grandmother. At this time, she began working on her first novel, *Anne of Green Gables*. Later, she went to Nova Scotia to work for a newspaper, *The Halifax Chronicle*, and write for its evening edition, *The Echo*.

After about a year, Montgomery came back to rural Prince Edward Island and lived with her grandmother. During this time, in 1908, *Anne of Green Gables* was published.

After her grandmother's death, Montgomery married Reverend Ewan Macdonald, with whom she had two children. In addition to homemaking, attending to her husband's pastoral duties, and caring for Chester (born 1912) and Stuart (born 1915), Montgomery continued to publish short stories and poems. Montgomery died in Toronto on April 24, 1942. She was buried on Prince Edward Island, near her childhood home.

Lucy and Anne

While writing the *Anne of Green Gables* series, Montgomery often incorporated aspects of her own life into the books:

- All but one of Montgomery's books takes place on Prince Edward Island, where Montgomery herself grew up.
- Montgomery's mother died early on in her life, so her grandparents raised her. Similarly, Anne is an orphan who is raised by an older couple.
- During her adolescence, Montgomery found solace in books, writing, and nature. Imaginative Anne, also, revels in these activities.
- When she was not writing, Montgomery enjoyed visiting her paternal grandfather on Silver Bush Farm, just as Anne grew to love Green Gables Farm.
- Montgomery valued education, and even attended college in the early 1900s, which was unheard of for women at that time. Anne, too, loved learning and is the top student in her class.
- Montgomery had a very fun-loving and imaginative personality that is evident in her writing, especially in Anne's personality.

L.M. Montgomery inspired many people through her writing, especially through the *Anne of Green Gables* series. By writing about her own life in a fictional way, L.M. Montgomery expresses ideas and thoughts that she may not have been able to in reality. Montgomery's writing, especially *Anne of Green Gables*, is universally relatable and remains a literary classic today.

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Bullying

Bullying is an issue particularly relevant to modern classrooms, but, unfortunately, it is not a new one. In the play, multiple characters, adults and children alike, bully Anne for her hair, her clothes, her outgoing personality, and her precociousness.

Bullying is not always done out of malicious intent. Sometimes, bullying occurs from the bully's own insecurity, and sometimes bullies hurt others in an attempt to get attention.

Discuss: bullying and how and why Anne is bullied.

Compare: examples of bullying in *Anne of Green Gables* to those encountered in classroom situations.



- 1.) Who bullies Anne? Why is she bullied? How is she bullied?
- 2.) How does Mrs. Lynde bully Anne?
- 3.) How does Gilbert treat the girls in the play?
- 4.) How can you help those being bullied?

Other Famous Orphans

Anne is only one of several orphans to make the leap from page to stage.

Oliver, from Charles Dickens's novel *Oliver Twist*, and **Annie**, from Harold Gray's *Little Orphan Annie* comic strip, are two other famous orphans.



Book, Music, and Lyrics by: Lionel Bart

Famous songs: "Food, Glorious Food," "Oliver!" "Where is Love?" "Oom-Pah-Pah"

Oliver is an orphan born in a workhouse, whose situation Dickens uses to criticize public policy toward the poor in 1830s England. He is between nine and twelve years old when the main action occurs. Though treated with cruelty and surrounded by coarseness for most of his life, Oliver is a pious, innocent child, and his charms draw the attention of several wealthy benefactors.



Book, Music, and Lyrics by: Thomas Meehan, Charles Strouse, Martin Charnin

Famous Songs: "Hard Knock Life," "Maybe," "Tomorrow," "Annie"

Annie is an eleven-year-old redheaded orphan girl. She is optimistic and spunky, and her only wish is to find her parents. Brought from the orphanage to stay with the billionaire Daddy Warbucks for Christmas, she eventually charms her way permanently into his heart.

Croup

In *Anne of Green Gables*, Diana's little sister Minnie May comes down with the croup. Frightened, Diana rushes the baby over to Anne's house. Fortunately, Anne knows how to treat the virus and saves Minnie May.

Though croup is not usually a life-threatening nowadays, turn-of-the-century PEI didn't have the advantage of modern science. In fact, a popular remedy for croup used to be feeding the child sugar laced with kerosene in order to induce vomiting!

About the Croup:

Croup is a condition that causes an inflammation of the upper airways — the voice box (larynx) and windpipe (trachea). It often leads to a barking cough or hoarseness, especially when a child cries.

Most cases of croup are caused by viruses. **Viral croup** is most common — and symptoms are most severe — in children 6 months to 3 years old, but can affect older kids too.

Most cases of viral croup are mild and can be treated at home. Rarely, croup can be severe and even life-threatening.

Spasmodic croup develops quickly and is often preceded by a mild cold. The barking cough usually begins at night and is not accompanied by fever. Spasmodic croup has a tendency to recur.

Treatment of symptoms is the same for either form of croup.



Signs and Symptoms

At first, a child may have cold symptoms, like a stuffy or runny nose and a fever. As the upper airway becomes more inflamed and swollen, the child may become hoarse, with a harsh, barking cough. This loud cough often sounds like the barking of a seal.

If the upper airway continues to swell, it becomes even more difficult for a child to breathe, and you may hear a high-pitched or squeaking noise during inhalation (called stridor).

A child also might breathe very fast or have retractions (when the skin between the ribs pulls in during breathing).

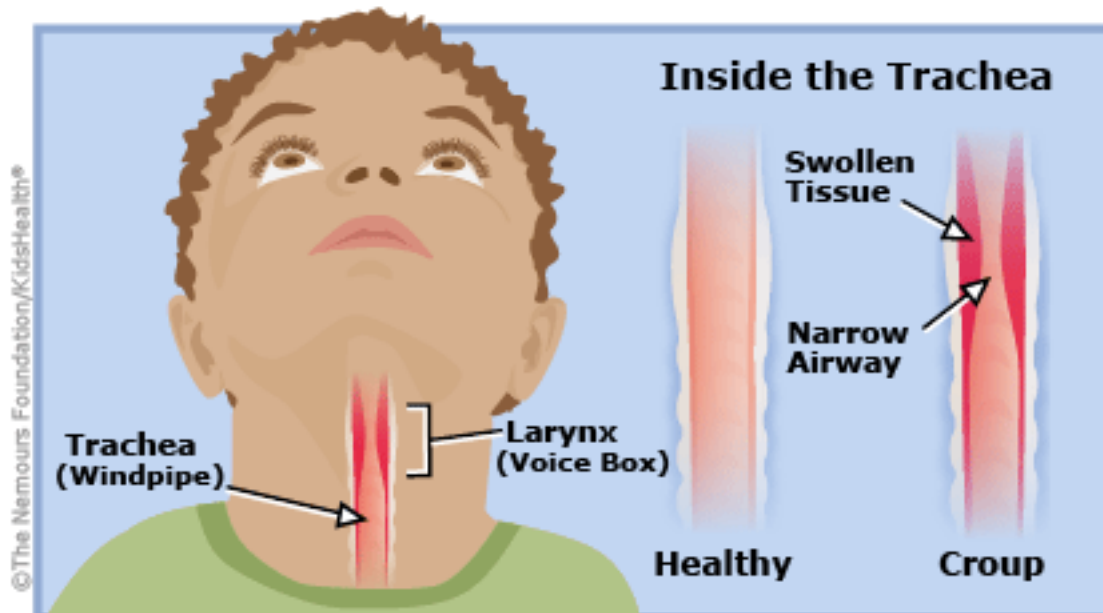
In the most serious cases, a child may appear pale or have a bluish color around the mouth due to a lack of oxygen.

Symptoms of croup are often worse at night and when children are upset or crying. Besides the effects on the upper airway, the viruses that cause croup can cause inflammation farther down the airway and affect the bronchi.

Treatment

Nowadays, cases of croup are generally mild. Giving the child ibuprofen or acetaminophen to ease the pain is recommended. Parents are also advised to use a humidifier or run a hot shower in order to give the child moist air to breathe.

Ipecac, like Anne gives Minnie May, was used in the 1900s to treat croup. The medicine thins mucus and makes coughing easier. In larger doses, it can also trigger vomiting, which relieved the child of his or her symptoms.



Source: <http://kidshealth.org/parent/infections/lung/croup.html>

Anne's Education: Hitting the Books (or the Slates)

Many schools the 19th and early 20th were set up much differently than they are today. Due to location and transportation issues, schools were small: many had less than 20 students total.

All of the students studied in the same room and were taught by the same teacher. The schoolmaster or schoolmarm would teach a general lesson and then the older children would study more advanced material or help the younger children stay engaged. Students would memorize their lessons and be responsible for reciting them at the end of the day. Larger recitations for the community at the end of the term were common for a few of the top students (like Anne!) to show off their progress.

Schools only went up to 8th grade, as most young people would begin working on their family's farm full-time after that point. The local community supported schools, so the quality of the school often was directly related to the affluence of the local farmers and traders.

Many schools did not have enough supplies and books for all the students, so students would be forced to share. Also, school was usually held year-round. The hours were longer in the summer because it was a struggle to keep the schoolhouse heated in the winter.

Recess involved students eating the lunches they brought from home and either playing or talking together. They didn't get many other chances to socialize, so they took advantage of all the time they got during the day at school!



Discussion Questions:

1. In one-room schoolhouses, like the one where Anne studied under Mr. Phillips, students of all ages studied in the same classroom. **How do multi-age classrooms differ from how schools are run now? What would be good about them? What would be bad?**
2. At the beginning of the 20th century, students learned by memorizing lessons and reciting them in front of the class. **How would you like memorizing your lessons every day and repeating them back to the class and the teacher? Why/why not?**
3. Public speaking is currently the most common fear in the world. **Have you ever had anxiety about being in front of an audience? What are some ways a student at Anne's school might have gotten over a fear of speaking in front of the class?**
4. In the play, Anne and Gilbert enjoyed reading and memorizing poetry. **Do you think that the fact they had to memorize lessons at school helped them learn the poetry, too? Have you ever memorized a poem or speech for fun.**

Explore Anne's World

- Teachers, if you get the chance, take your class to visit a one-room schoolhouse in your area. Several still exist, some of which have been turned into museums that have special programs for schools coming on field trips.
- If you have time, teach a lesson or two in the one-room format.
- Ask your students to imagine what it would have been like if they had to walk for miles to get to school everyday without the option of a bus. What if they got to school in the morning and it was freezing all day and there was no running water in the building?



media-cdn.tripadvisor.com/media/photo-s/03/ed/a6/e4/one-room-schoolhouse.jpg

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Geography: Teacher-led Post-Play Activities

1. Teachers, have your students draw and color a picture map of Green Gables. This map, though based on the play, can be designed from their imagination.

Students should include various locations and landmarks that they feel are important to Anne. Locations may include: Green Gables, Diana's house, Rachel' Lynde's house, the school, the Lake of Shining Waters, the Haunted Woods, etc.

Afterwards, allow students to present their maps and explain the significance of each item they included.



This lesson is geared towards grade 4 students and aligned with Geography grade level standards:

4—G1: The World in Spatial Terms

- Use geographic representations to acquire process, and report information from a spatial perspective.

4 -G1.0.5

- Use maps to describe elevations, climate, and patterns of people and population in the United States.

History of Prince Edward Island

In *Anne of Green Gables*, Anne writes a school report on the history of Prince Edward Island, where she lives with Marilla and Matthew.

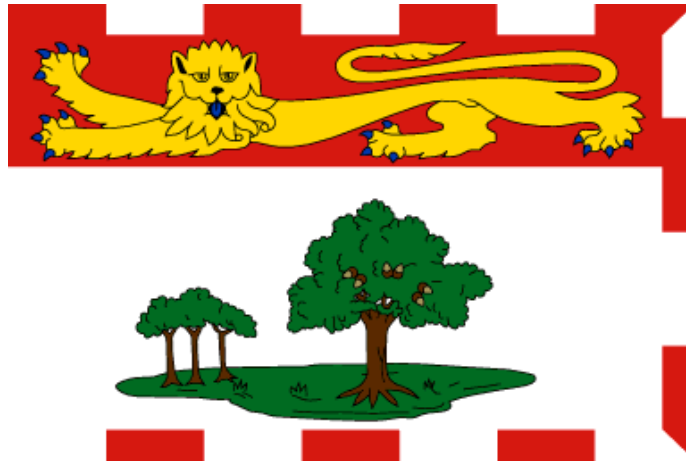
Here are some facts about PEI:

- The **Mi'kmaq** were PEI's native people
- The Mi'kmaq called the island **Epekwitk**, which means “**resting on the waves.**”
- **Jacques Cartier** discovered PEI for the French in 1534.
- The Island was renamed “Prince Edward” in 1799 in honor of **Edward, Duke of Kent.**
- PEI joined the **Canadian Confederation** in **1873** and is the smallest providence. It has a **democratically elected parliament** and shares power between national and provincial governments.
- **Population:** 145,855
- **2 Cities:** Charlottetown and Summerside
- **Provincial Bird:** Blue Jay
- **Major industries:** Agriculture, Tourism, Fisheries
- Lucy Maud Montgomery wrote “**The Island Hymn**” in 1908:

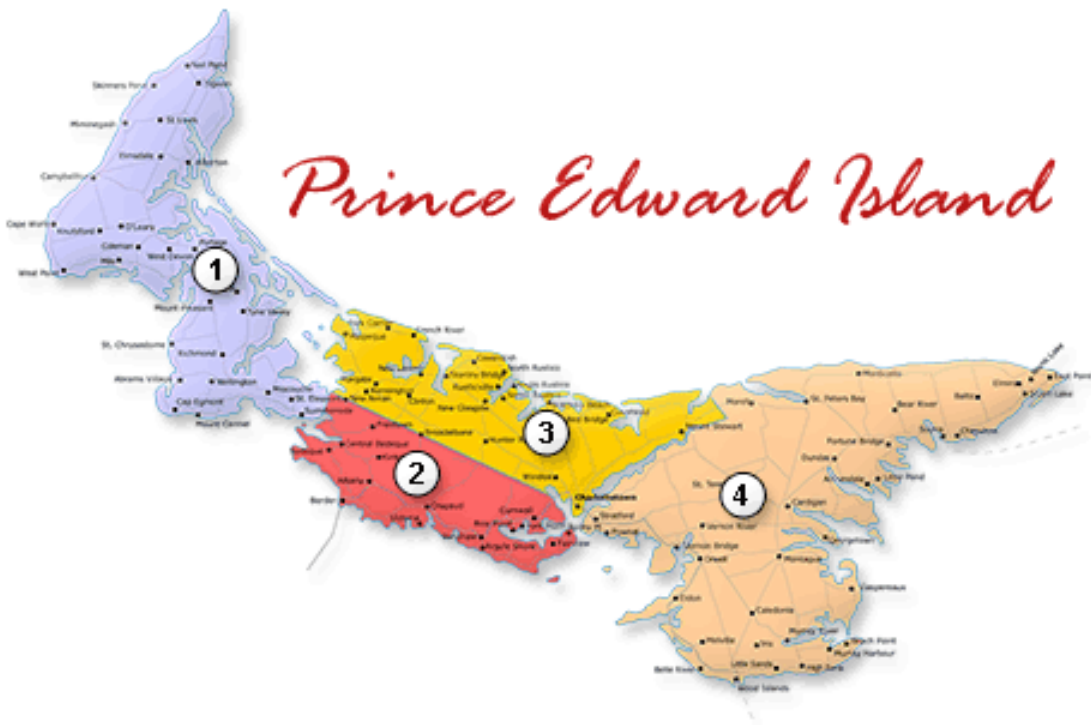
*Fair Island of the sea,
We raise our song to thee,
The bright and blest;
Loyally now we stand
As brothers, hand in hand,
And sing God save the land
We love the best.*

- **PEI's climate** is milder than the Canadian mainland because the warm Gulf of St. Lawrence surrounds it. The **temperate climate** experiences all 4 seasons and temperatures average -7C (19F) in January and 19C (67F) in July.
- PEI has historically depended on the land and sea as the basis for its primary **industries**, which include **agriculture, fisheries, and tourism.**

Flag of Prince Edward Island



Map of Prince Edward Island



Facts taken from:

<http://www.tourismpei.com/pei-facts>

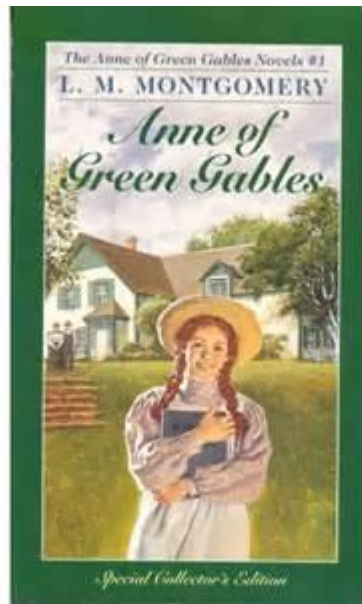
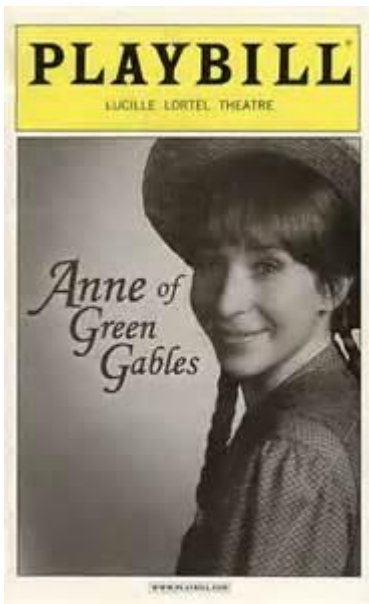
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http://www.comeexplorecanada.com/prince_edward_island/images/prince-edward-island-map.gif

Language Arts: Post-Play and Novel Writing Prompts

1. Examine how the story in the play *Anne of Green Gables* differs from the novel. Student's discussion may include characters, story lines, and descriptions that were omitted from the play. Discuss the students' predictions and make a Venn diagram together as a class to compare and contrast the novel with the live production.
2. Identify the major themes that were present in both the novel and the play.
3. Students can write about their favorite part of the play or novel and why they liked it best.
4. Did the play provide an emotional experience different from that of the novel? Did the performance add to their understanding of the story?



Common Core Grade 4 – Language Arts

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.GN.04.02-4

Romanticism and *Anne of Green Gables*

The Romantic Movement

Began: Late 18th century

Peak: 1800-1850

Characteristics:

- Began as a response to the Industrial Revolution and Age of Enlightenment, which emphasized science, technology, and rationality.
- The Romantic Movement instead emphasized imagination, passion, and emotions.
- Romantic artists also had a renewed appreciation for nature.
- **Melodrama:** a story that excites the emotions and has exaggerated characters

Romantic Writers:

- Samuel Taylor Coleridge: “The Rime of the Ancient Mariner”
- Alexandre Dumas: *The Three Musketeers*
- Victor Hugo: *The Hunchback of Notre Dame*
- Edgar Allen Poe: “The Tell-Tale Heart”
- Mary Wollstonecraft Shelley: *Frankenstein*
- Alfred Lord Tennyson: “The Lady of Shallot”
- William Wordsworth: “The Solitary Reaper”

Romantic Artwork

Winter Afternoon (1847)

Hans Gude



Questions:

1. What Romantic ideals does Anne embody? How is she a melodramatic character?
2. Why do you think Anne likes Romantic tales so much?
3. When people hear the word “romantic,” they often think of love. How is the Romantic Movement different than the modern definition of romance? How is it similar?

The Lady of Shalott
Alfred Lord Tennyson
Published 1833, 1842

The Lady of Shalott is a Victorian ballad in four parts, all of which Anne would have committed to memory for her recitation. The poem is set in medieval, Arthurian times.

Summary:

The Lady of Shalott describes a woman who is cursed to weave images of the world in her loom. However, she cannot look directly out at the world; instead, she watches reflections in a mirror. She triggers her mysterious curse by glancing out her window as Sir Lancelot rides by. Leaving her tower, she drifts down a river in a boat to Camelot, but she freezes and dies before arriving. .

Part IV:

In the stormy east-wind straining,
The pale-yellow woods were waning,
The broad stream in his banks complaining,
Heavily the low sky raining
 Over tower'd Camelot;
Down she came and found a boat
Beneath a willow left afloat,
And round about the prow she wrote
 The Lady of Shalott.

And down the river's dim expanse –
Like some bold seer in a trance,
Seeing all his own mischance –
With a glassy countenance
 Did she look to Camelot.
And at the closing of the day
She loosed the chain, and down she lay;
The broad stream bore her far away,
 The Lady of Shalott.

Lying, robed in snowy white
That loosely flew to left and right –
The leaves upon her falling light –
Thro' the noises of the night
 She floated down to Camelot:
And as the boat-head wound along
The willowy hills and fields among,
They heard her singing her last song,
 The Lady of Shalott.

Heard a carol, mournful, holy,
Chanted loudly, chanted lowly,

Till her blood was frozen slowly,
And her eyes were darken'd wholly,
 Turn'd to tower'd Camelot;
For ere she reach'd upon the tide
The first house by the water-side,
Singing in her song she died,
 The Lady of Shalott.

Under tower and balcony,
By garden-wall and gallery,
A gleaming shape she floated by,
A corse between the houses high,
 Silent into Camelot.
Out upon the wharfs they came,
Knight and burgher, lord and dame,
And round the prow they read her name,
 The Lady of Shalott.

Who is this? and what is here?
And in the lighted palace near
Died the sound of royal cheer;
And they cross'd themselves for fear,
 All the knights at Camelot:
But Lancelot mused a little space;
He said, "She has a lovely face;
God in his mercy lend her grace,
 The Lady of Shalott."

Taken from:
<http://d.lib.rochester.edu/camelot/text/tennyson-lady-of-shalott-1842>

Anne, enthralled by the Lady of Shallot's tragic death and the poem's beauty, reenacts Part IV of the poem with Diana. However, when her boat springs a leak, Anne nearly drowns. Gilbert, taking on the role of a real life Sir Lancelot, rescues her

Questions:

1. Why does Anne believe that acting out *The Lady of Shallot* will make her recitation of the poem better?
2. Like Anne, actors often try to personally connect with the characters they play. However, Anne risks her life trying to "enter the world of Camelot, of Lancelot, of the Lady of Shallot." How would you recommend Anne explore the world of *The Lady of Shallot* more safely?
3. Ballads, like *The Lady of Shallot*, are narrative poems that are intended for recitation with musical accompaniment. What literary devices does *The Lady of Shallot* use that make it so poetic?

Activities:

1. How would *The Lady of Shallot* be different if it were written in prose instead of poetry? Try rewriting it as a short story.
2. What similarities does a ballad have with song lyrics? Try making *The Lady of Shallot* into a pop song.
3. Be an actor like Anne: reenact a different part of *The Lady of Shallot*. (Not one that involves actual rivers, please!)
4. Take a walk outside, and pay special attention to the nature around you. Then, try writing your own Romantic poem about what you observed.

Anne of Green Gables Life Lessons:

While you watch the play, try to find instances where Anne exemplifies each of these values:

1. Accept yourself the way you are.
2. Be a good friend.
3. When the world disappoints you, just compensate with your imagination.
4. Don't try too hard to fit in.
5. Don't be afraid to make mistakes
6. Embrace sincerity.
7. Enjoy the anticipation of a good time—it's half the fun!
8. Make the most of your education.
9. Don't miss out on true love by expecting a fairytale.
10. Learn to deal with the real world.
11. But never stop dreaming.

Lessons abridged from: http://www.huffingtonpost.com/2013/11/15/anne-of-green-gables-_n_4275662.html
Picture from: <http://1.bp.blogspot.com/PEI-AnneGreenGables-Med.jpg>

Friendship



“Friendship is a crucial element in protecting our mental health. We need to talk to our friends and we want to listen when our friends talk to us.”

–Statement from the Mental Health Foundation

Upon first meeting Marilla and Matthew, Anne cannot stop talking. “For pity sakes, hold your tongue! You talk entirely too much for a little girl,” cries Marilla. Since Marilla finds Anne’s chattering annoying, Marilla takes awhile to accept Anne and decide to keep her.

Unlike Marilla, however, Diana accepts Anne’s friendship quickly. Before meeting Diana, Anne doesn’t have any friends her age. After befriendng Diana, though, the two girls get along very well. For the first time in her life, Anne even gets an invitation to tea! “She’s *invited* me, Marilla. No one’s ever invited me to their house before. Perhaps, she longs for a bosom friend like I do. I’ve imagined a friend who’d care for me more than anyone else in the world,” exclaims Anne.

Most young children love playing with friends, but some are denied that experience and, resultantly, feel socially rejected. Anne exemplifies this fear of rejection: “She’s probably invited me out of pity. Or to find out what an orphan’s like.”

This fear is not exclusive to childhood, and people of all ages desire social acceptance. When people are part of a group, they feel protected and cared for. Having friends affects people’s health, emotions, and perspective.

Friends, according to the Mental Health Foundation, “can keep us grounded and can help us get things into perspective.” In *Anne of Green Gables*, this benefit of friendship becomes evident when Anne refuses to forgive Gilbert for teasing her. As Anne’s bosom friend, Diana makes several attempts to get Anne to forgive Gilbert after he saves her from drowning. Diana lends Anne perspective by pointing out Anne’s flaw of stubbornness.

In real life, as in *Anne of Green Gables*, some people struggle with forgiveness more than others. True friends forgive, lend perspective, and accept others despite their flaws. People are happier and less likely to feel isolated when they find true friends. Friendships can help release negative emotions and build a foundation of optimism.

Discussion Questions:

1. Before Anne meets Diana, she imagines what it would be like to have a “bosom” friend. Have you ever had an imaginary friend? What was he or she like?
2. What do you value most in a friendship?
3. What do your friendships bring out most in you?
4. When telling Marilla about herself, Anne mentions that she was once put in an asylum for four months because no one would take her in. Put yourself in Anne’s position: what effects might being in an asylum have had on her?
5. When Anne nearly drowns in the river, Gilbert comes to her rescue. In what ways has a friend helped save you? How have you helped a friend?

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Adoption

Adoption: 1. Law, to bring (a person) into a specific relationship, esp. to take (another's child) as one's own child.

2. To take over (an idea, etc.) as if it were one's own

3. To accept

Adoption in America:

In America, adoptions were not documented until the 1920s, and even after adoption did become popular, they were not documented in all states. Only the Northeastern and Midwestern states regularly tracked adoptions. A national reporting system for adoption only existed between 1945 and 1975, when the U.S. Children's Bureau and the National Center for Social Statistics collected data voluntarily.

Today, approximately 5 million Americans are adoptees. Two to four percent of all families have adopted and 2.5% of all children under 18 are adopted. Acknowledging how significant these statistics are helps society understand that adoption has become widely acceptable.

Adoption in Canada:

Canadian adoptions were not regulated by the government until the 1920s. Even today, adoption is regulated by the provinces rather than the central government. One reason for government regulation of adoptions was to curb the selling of babies on the black-market.

Because of the decentralized adoption practices, though, adoptees have varying degrees of access to their birth records depending on provincial law. Ontario, in particular, sealed access to adoptee birth records in 1927 in order to protect these children from the stigma of illegitimacy, which was still powerful at the time. Though Britain, on whom this record-sealing practice was based, has since removed this restriction, some Canadian provinces still fail to follow suit.

The "closed" vs. "open" adoption system debate lingers on in Canada today. However, the antiquated stereotype of the parentless "bastard" child, fortunately, has long fallen out of fashion. Now, with adoption a common and beneficial caregiving practice for children in need, granting access to birth records allows adoptees to understand their pasts while also moving forward with their futures.

Reasons adoption began to climb:

- Prior to adoption becoming a common practice, unwanted children were often placed in insane asylums, where they were treated as adults and frequently subjected to abuse and nonconsensual medical experimentation.
- The understanding of children's innocence and vulnerability placed a premium on ensuring their welfare and securing their membership in families.
- Tangible benefits, such as those available through the Social Security system established during the 1930s, also offered practical incentives for Americans to legalize family bonds.
- In the past decade, international adoptions have increased dramatically: the 2002 figure of 20,009 internationally adopted children was more than triple the 1992 figure and comprised approximately 16% of all American adoptions.

Why Does Society Encourage Adoption?

- Adoption allows someone who has no family the opportunity to become a part of one.
- Adoption provides a refuge for those who may have abusive birth families.
- Those who cannot have children have the opportunity to take in children who need families.
- International adoption can rescue orphans from other countries.
- Parents who cannot support a child may offer him or her up for adoption in hopes that others may be better able to care for the child.



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Imagination in *Anne of Green Gables*



www.deviantart.com/art/Anne-of-Green-Gables-188483955

Imagination brings creativity into a person's world. In Merriam Webster's Dictionary, the word *imagination* is defined as "the ability to form a picture in your mind of something that you have not seen or experienced."

When a person uses his or her imagination, he or she has the ability to "think of new things" or something that only exists in their world. In short, imagination is simply a creative way of thinking.

"Because when you are imagining, you might as well imagine something worthwhile."

--L.M. Montgomery, *Anne of Green Gables*

Anne's world is filled with imagination. Since Anne desires to have a different lifestyle, she often thinks about the different life she could possibly have. Her imagination sometimes gets her in trouble. Often, Anne gets distracted by her own imagination and escapes from her everyday life. Through her imagination, Anne can express who she is and fantasizes about the life she wishes to lead.



Different Types of Imagination

Dreams: an unconscious form of imagination made up of images, ideas, emotions, and sensations that occur during certain stages of sleep.

Goals: the object of a person's ambition or effort; an aim or desired result.

Imaginative Fantasy Imagination: creates and develops stories, pictures, poems, stage-plays, and the building of the esoteric.

Empathy Imagination: helps a person know emotionally what others are experiencing from their frame and reference.

Memory Reconstruction: is the process of retrieving our memory of people, objects, and events.

Writing Prompts

Turn Back Time

Everyone has an imagination. Think about the fantasies you use to construct when you were younger and describe how you can relate to Anne. What did you imagine? Did you have goals? What made you think about those thoughts?

Wearing Anne's Shoes

Think of an event that occurred in Anne's life. Imagine yourself in Anne's shoes and think about how you would feel. What you would do differently from Anne? How might you change the outcome of the circumstance?

Story Cards

Teachers, 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.

Classroom Activity

Using Your Imagination

Teachers, divide students in groups of three or four, depending on class size. Gather items mentioned in the play or book, and have each group pick one or two objects. Once every group has an item, ask the students to use their imagination and turn their materials into something else. Then students will put together a short skit using the items in their hands.

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Cooking with Anne: Make Your Own Raspberry Cordial

In *Anne of Green Gables*, Anne hosts a tea party for her bosom friend Diana. As a special treat, Marilla allows the girls to drink the rest of a bottle of raspberry cordial: a bright red beverage made from raspberry syrup and distilled with water.

However, during their party, Anne accidentally mistakes the cordial bottle for another one filled with currant wine—leaving Diana to get hopelessly drunk! Be sure to label your own bottles well when you concoct your own raspberry cordial!

Ingredients:

4 pints (48 oz.) raspberries, fresh or frozen
1/3 cup fresh lemon juice

3 cups sugar
12 cups water

You Will Also Need:

Very large bowl
Large spoon
Medium saucepan
Plastic wrap or towel
Fine mesh sieve or strainer
Medium bowl
2 pitchers or gallon container

Total Time:

24 hours

Makes:

12 cups cordial (24 servings or more)

Note:

Many stores sell raspberries in half pint sized boxes, which means you would need 8 boxes of berries. Double-check the weight before purchasing—you will need 48 oz. of berries total.

Instructions:

1. Clean and rinse the raspberries, then place them in a very large bowl.
2. Pour the lemon juice over the berries. Use a large spoon to stir the juice into the berries.
3. On the stovetop, heat 12 cups of water and 3 cups of sugar to a boil. Stir till the sugar dissolves. Remove from heat.
4. Pour the boiling water over the raspberries. Allow the water to cool for 1-2 hours to room temperature.
5. Cover the bowl with plastic wrap or a towel that you don't mind staining. Place the bowl in a cool, dark area of the kitchen or in the refrigerator. Let it rest for 24 hours.
6. Pour the cordial through a fine mesh sieve to strain.
7. Push gently on the solids with the back of a spoon, if you wish, to extract more juice. This will produce a slightly cloudy effect on the cordial, which will settle at the bottom of the storage bottle, but it won't change the flavor. If you'd prefer a clearer cordial, do not press down on the solids—just strain them.
8. Once you've strained the juice from the berries, you will find the leftover berries are mushy and sweet. Save them in the fridge, they are terrific served as a topping for ice cream.



To Serve:

- Mix 1 part cordial with 1 part water or seltzer water.
- If you prefer a less sweet drink, dilute the cordial to taste.
- Serve cold.



Recipe and picture from: <http://thehistorykitchen.com/2012/07/20/anne-of-green-gables-raspberry-cordial/>

Make Your Own Shortbread Cookies

Marilla is famous for her shortbread cookies. Upon first meeting Diana, Anne shares Marilla's cookies with her, and the two soon become fast friends. Try making your own shortbread with this recipe; if you share your cookies, you may just make a friend like Diana!

Ingredients:

2 sticks plus 2 tablespoons of salted butter, softened
1 cup sugar

2 cups all-purpose flour
1 cup (scant) cornstarch

Time:

30 minutes for prep
20 minutes for cooking

Makes:

36 cookies

Instructions:

1. Preheat oven to 325 degrees.
2. Cream 2 sticks plus 2 tablespoons softened butter and 1 cup sugar together in a bowl.
3. Beat together until fluffy.
4. Sift into the bowl 2 cups flour and 1 scant cup cornstarch
5. Blend together using a pastry cutter until the ingredients all come together. (If mixture seems excessively dry, cut in 1 more tablespoon of butter—but only if you really need it.)
6. Form dough into a big ball, wrap in plastic wrap, and refrigerate 20 minutes.
7. Roll it out 1/4 to 1/3 inches thick on a floured surface and cut into rounds. (A biscuit cutter is recommended.)
8. Place on a cookie sheet lined with parchment paper or a baking mat.
9. Bake for 20 minutes. Do not allow shortbread to brown; the edges should have the faintest golden tinge. Check your oven sooner if it runs hot.

Recipe taken from: <http://thepioneerwoman.com/cooking/2009/08/shortbread-cookies/>

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Photos from our production may be found at:
<http://photos.rc.edu/2013-14/Theatre/Anne-of-Green-Gables>