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# Lucy Maud Montgomery

**L**ucy Maud Montgomery is a Canadian author born in Prince Edward Island on November 30, 1874. Montgomery's mother died when she was only two years old and she spent a great deal of time with her grandparents after her mother's death. Lucy had an incredible love of reading as a young child and at the age of fourteen she famously wrote "I love books. I hope when I grow up to be able to have lots of them." She not only succeeded in that, but she grew up to become an author of over twenty-four books that she wrote between 1908 and 1939.



The first book she wrote was *Anne of Green Gables* and it has remained in print for more than a century. Anne became a famous icon of Canadian Culture with the Canada Post issuing stamps in 1975 that honored *Anne of Green Gables*. The novel has been translated into at least 36 languages and there are braille versions of the book available as well. Aside from her novels about Anne, Lucy also produced a few standalone novels such as *Kilmeny of the Orchard* in 1910 and *Jane of Lantern Hill* in 1937. She also wrote a substantial collection of over 500 short stories and a variety of poems.

After Lucy's grandmother passed away in 1911, she married Ewan MacDonald. He was a minister and they moved to Ontario for his career. After they were married, they honeymooned in England and Scotland. Lucy and Ewan had three children, one unfortunately passed away. In 1926, the family moved to Halton Hills, Ontario. After her husband's retirement, they moved to a suburb in Toronto, Ontario, which is where Lucy Maud Montgomery passed away on April 24, 1942.

### Did You Know...?

- Montgomery was named an Officer of both the Order of the British Empire and the Literary and Artistic Institute of France.
- She was the first Canadian woman to be made a member of the British Royal Society of Arts.
- In 1983, the City of Toronto named a park near Lucy's Toronto home in her honor.



# Chapters Five to Eight

Answer the questions in complete sentences.

1. Matthew unexpectedly becomes quite fond of Anne on their long trip back from Bright River. Do you think Marilla will also come to like Anne on their trip to White Sands?  
\_\_\_\_\_
2. Predict what will happen once Anne and Marilla arrive to see Mrs. Spencer at White Sands after the mix-up with the adoption process.  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	reproachful	Sharing a specific characteristic and to follow after something else.	A
2	moderation	Dull, boring or tiring work.	B
3	succession	To struggle or scuffle in order to obtain something.	C
4	rapture	To mean well and to show kindness and sympathy.	D
5	drudgery	To express disappointment.	E
6	tussle	A condition or requirement as part of an agreement.	F
7	benevolent	To be quiet and gentle, without arguing or expressing an opinion.	G
8	stipulations	To be warned or punished in a firm manner.	H
9	meekly	To avoid going overboard or going to extremes.	I
10	admonished	To feel extreme pleasure or joy.	J



# Chapters Seventeen to Twenty

1. Put a checkmark (✓) next to the answer that is most correct.

- a) Marilla tells Anne "You'd better muse over your...  
 A breakfast and dinner."  
 B lessons and sums."  
 C friends and family."  
 D fields and forest."
- b) What month did the Premiere come to visit Charlottetown?  
 A January  
 B March  
 C May  
 D July
- c) What does Anne give Minnie May to help with her croup?  
 A Tylenol  
 B Penicillin  
 C Epicac  
 D Amoxicillin
- d) What concert are Diana and Anne planning to attend for Diana's birthday?  
 A Debating Club Concert  
 B Church Choir Concert  
 C Youth Group Concert  
 D None of the above.
- e) Who did Diana and Anne scare when they jumped into bed after the concert?  
 A Aunt Rachel  
 B Aunt Charlotte  
 C Aunt Margaret  
 D Aunt Josephine



# Chapters Twenty-One to Twenty-Four

Answer each question with a complete sentence.

1. What is Anne's opinion of the various candidates for the new minister position at church?  
\_\_\_\_\_
2. What are all the different pantry items that Marilla and Anne have prepared for the minister's family when they come for tea at Green Gables?  
\_\_\_\_\_
3. Does Mrs. Allen forgive Anne for accidentally putting anodyne liniment in the cake? Why or why not?  
\_\_\_\_\_
4. What is the important advice that Marilla gives Anne before she goes to tea at the manse?  
\_\_\_\_\_
5. What is one thing Anne learns that both her and Mrs. Allen have in common?  
\_\_\_\_\_
6. What is Marilla's revelation after she sees Anne has been injured from falling off the roof?  
\_\_\_\_\_

### Journaling Prompt

An internal conflict is the struggle occurring within a character's mind. Do you think Anne was struggling with trying to manage her internal conflict about whether to accept the dare or not? She was conflicted with knowing she could get injured, but also not wanting Josie to win by not doing what she dared her to. Why do you think she went ahead with climbing the roof of Diana's house? How do you think you would deal with this issue if you were in the same position?





## Chapter 4

### A View From Your Window

Anne wakes up on her first morning at Green Gables and opens the window to find the beauty of nature all around her. Anne describes in great detail the view from her bedroom window. She is captivated by the large cherry tree with its branches reaching out to the house. The orchard beyond the cherry tree provides her with a view of a sprawling field covered in dandelions. In the garden below there are lilac bushes with their scent filling her room with the breeze from the window.

Look out your bedroom window or choose another window in your home. Write a paragraph to describe in great detail what you see when you look outside. Use your words to help paint a picture. Aim to use similar vocabulary as Anne would and help us all to imagine your view. Your paragraph should be at least 300 words.



## Chapter 6

### Convincing Marilla

In Chapter 6, Marilla travels to White Sands Cove with Anne to inquire about how there was a mistake at the asylum. Marilla is not thrilled with the thought of adopting Anne and would still prefer to adopt a boy. However, Matthew became quite fond of Anne during their travels and he would prefer Anne stay at Green Gables.

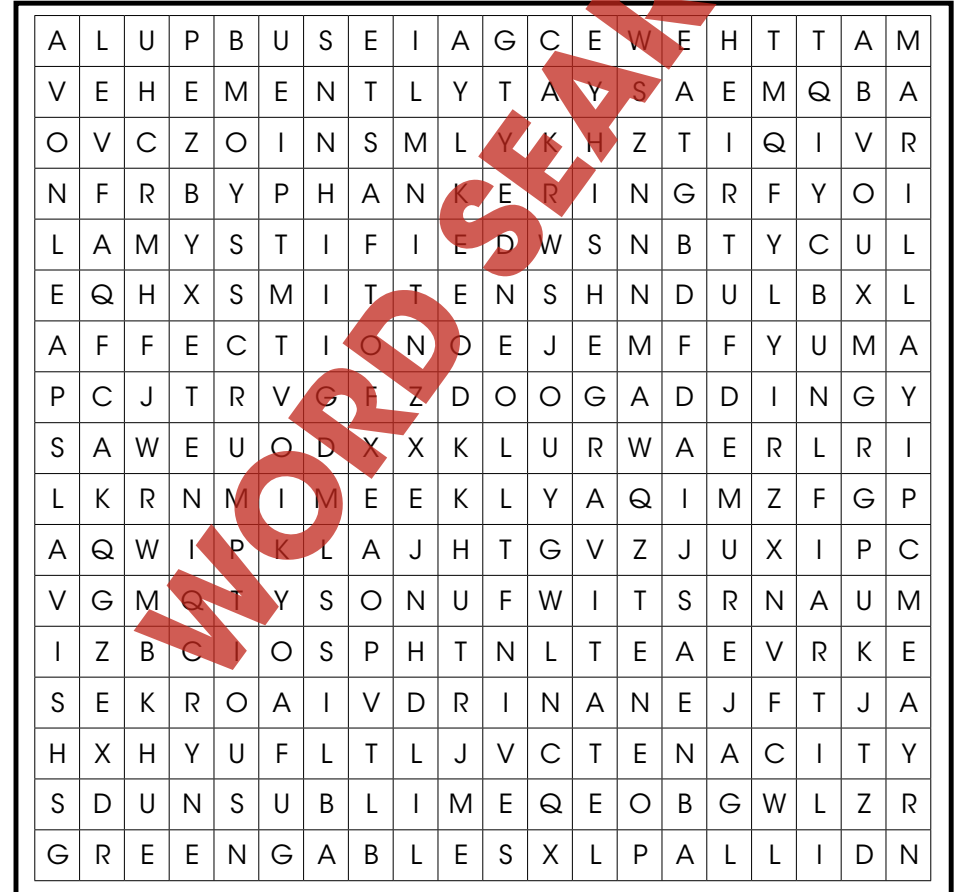
Imagine you are Matthew and write a persuasive essay to Marilla. Help him convince Marilla to let Anne stay with them. Your essay should start with an introduction paragraph outlining your opinion. The body of your essay should provide reasons for Anne to stay; make sure to include examples to strengthen your position. Try to imagine some arguments Marilla could make. Your essay should have a concluding paragraph to summarize your points. Your essay should be one page in length.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

affection	gravitate	Matthew	scrumptious	waif
Avonlea	Green Gables	meekly	smitten	
bliss	hankering	mystified	sublime	
demure	lavish	pallid	tenacity	
gadding	Marilla	romantic	vehemently	



## Comprehension Quiz

Answer each question in a complete sentence.

- Why does Anne request that Marilla and Matthew call her Cordelia?  
\_\_\_\_\_
- Why was Rachel Lynde initially against Matthew and Marilla Cuthbert adopting a boy?  
\_\_\_\_\_
- What are the creative and imaginative names Anne has invented for some of her favorite areas located around Avonlea? List 3 of them here.  
\_\_\_\_\_
- Many times throughout the novel, Anne states "I know I am a trial to you Marilla". In your own words, what does she mean by this statement?  
\_\_\_\_\_
- What is Anne's preferred fashion trend mentioned throughout the novel?  
\_\_\_\_\_
- What is the purpose of the Christmas concert planned by the Avonlea teacher Miss Stacy, and what does Marilla think about this?  
\_\_\_\_\_
- Describe Anne's first encounter with Diana's Aunt Josephine.  
\_\_\_\_\_

39

2

3

3

2

1

2

4

## Brother vs. Sister

Marilla and Matthew Cuthbert are siblings and residents of Green Gables farm. They are two compelling and important characters in *Anne of Green Gables*. The similarities and differences between them help to shape Anne's personality in many ways as she grows and learns about life in Avonlea. Use the organizer below to compare both Matthew and Marilla. Record items that make them similar. Write down the things that make the siblings different.



NAME: \_\_\_\_\_

After You Read 



# Chapters Thirty-Three to Thirty-Five

Answer each question with a complete sentence.

- Who is on the talent list for the performance held at White Sands Hotel?  
\_\_\_\_\_  
\_\_\_\_\_
- What feeling does Anne experience for the first time before she has to recite at the concert?  
\_\_\_\_\_  
\_\_\_\_\_
- What compliment does Diana present Anne with after her incredible success at the concert?  
\_\_\_\_\_  
\_\_\_\_\_
- How do Marilla and Matthew sense they will both feel about Anne leaving for Queen's?  
\_\_\_\_\_  
\_\_\_\_\_
- How does Anne's feelings for Gilbert Blythe change after she attends her first day at Queens?  
\_\_\_\_\_  
\_\_\_\_\_
- What is a lesson that Anne learns at the end of Chapter 35? What does this mean to you?  
\_\_\_\_\_  
\_\_\_\_\_

# EASY MARKING



## Journaling Prompt

Imagine how Anne's life might be different if she never passed the entrance exam into Queen's. What do you believe Anne would be doing instead? Would she continue her 'romantic' adventures in Avonlea with Diana? Would she move to the big city with Miss Barry, or would she simply stay at Green Gables to help Matthew and Marilla? Explain your opinion with some examples from the book.

1.

Bertha Sampson and Pearl Clay from the choir are singing a duet. Milton Clark is giving a violin solo. Winnie Blair is singing a scotch ballad and Laura Spencer and Anne Shirley are to recite.

2.

Anne experiences stage fright for the first time.

3.

There was a man sitting behind Diana in the concert—a distinguished artist from Boston—and she overhears him say that Anne has a face he would like to paint.

4.

Matthew gets upset thinking of how fast Anne has grown; she wants her to stay young and in Avonlea. Marilla is scared she will feel lonely without Anne. Matthew is also upset, but he is also very proud of Anne. He considers Anne a blessing to Green Gables.

5.

Anne is happy to see a familiar face in class and that she can still carry on with their rivalry.

6.

Anne is starting to understand the saying "joy of the strife". Next, to trying and winning, the best thing is trying and failing. Meanings will vary.

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1.

Answers will vary.

2.

Answers will vary.

## Vocabulary

1. infatuated

2. distinguished

3. lavish

4. pallid

5. tranquil

6. solitude

7. quarrel

8. ambitious

38

1.

a) F

b) T

c) T

d) F

e) T

f) F

2.

a) 1

b) 3

c) 5

d) 2

e) 6

f) 4

39

1.

Matthew heard that the Abbey Bank isn't doing very well and he is nervous that they could lose their life savings. He decides to keep his money in Abbey Bank because Mr. Russel reassured Matthew the bank was doing alright for the time being.

2.

No, Matthew does not regret adopting Anne. He would rather have her than a dozen boys to help on the farm.

3.

Marilla knows that she has been strict and harsh with Anne over the years, but she wants Anne to know that she loves her just as Matthew does.

4.

Before Matthew passed away, he liked to hear Anne laugh and enjoy herself. He loved Anne's enthusiasm for the world around her. He would want her to do the same now that he is gone.

5.

Marilla has to give up reading sewing and any work that would strain her eyes. This could cure her headaches but if she doesn't listen, she will be blind in six months.

6.

Gilbert Blythe has given up his job to teach in Avonlea. He wants Anne to be able to have the job instead so she can stay in Green Gables with Marilla.

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## Anne of Green Gables

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
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# Chapters Five to Eight

Answer the questions in complete sentences.

1. Matthew unexpectedly becomes quite fond of Anne on their long trip back from Bright River. Do you think Marilla will also come to like Anne on their trip to White Sands?

---

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## Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- 1 reproachful
- 2 moderation
- 3 succession
- 4 rapture
- 5 drudgery
- 6 tussle
- 7 benevolent
- 8 stipulations
- 9 meekly
- 10 admonished

- A Sharing a specific characteristic and to follow after something else.
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- G To be quiet and gentle, without arguing or expressing an opinion.
- H To be warned or punished in a firm manner.
- I To avoid going overboard or going to extremes.
- J To feel extreme pleasure or joy.



# Chapter 4

## A View From Your Window

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