ArtsPower’s Production of
Anne of Green Gables
Educator Resource Guide

FOX CITIES PERFORMING ARTS CENTER
Where the Arts Come Alive!
Dear Educator –
We are excited to welcome you to the 2016-17 Season, filled with engaging artistic and educational opportunities for you and your students. Join us as we celebrate the voices of community and culture that have the power to unite us all. As part of The Boldt Company Beyond the Stage Education Program, this resource guide will provide you with lesson ideas to prepare your students for the upcoming performance. Please feel free to adapt any of the activities in this guide to make them appropriate and meaningful to your students.

This heart-warming musical based on Lucy Maud Montgomery’s novel, *Anne of Green Gables* will take your students on the unlikely journey of Anne Shirley as she finds the family she always wanted. Patience, honesty, understanding and the value of a vigorous imagination are just a few of the key lessons learned by Anne, Marilla and all the beloved characters from the original story.

We look forward to recognizing each unique voice and providing a platform for expression through the arts. From lesson ideas and professional development workshops to backstage tours, allow us to partner with you to provide students with exciting educational opportunities!

For questions contact the education sales department (920) 730-3726 or educationsales@foxcitiespac.com.

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**ArtsPower’s Production of**

**Anne of Green Gables**

**Tuesday, April 11, 2017**

9:30 a.m.

Run Time: Approx. 55 minutes

Grades: 2-6
WELCOME TO THE FOX CITIES P.A.C.

We are in need of an audience – are you up for the part?

THEATER ETIQUETTE

• When entering the Fox Cities Performing Arts Center, remember to show respect for others by waiting your turn and speaking quietly.

• Remember that during the performance the live performers can see and hear you. Even the smallest sounds can be heard throughout the theater, so it is best to remain quiet so everyone can enjoy the performance.

• Applause is the best way to express how much you enjoyed the performance!

• Important things to remember:
  • Student backpacks, gum, drinks and food are not allowed in the theater.
  • Cell phones should be turned off and stowed.
  • Note that recording or taking photos in the theater is strictly prohibited; however, photos may be taken in the lobby.
  • It’s a long way down – please do not drop items off balconies.

INFORMATION FOR TEACHERS

Be prepared to arrive early – You should plan on arriving to the Center 30 minutes before the show. Allow for travel time, parking and trips to the restroom.

Know your needs – To best serve the needs of you and your students, please indicate in advance if you have individuals who require special services or seating needs upon making your reservation.

Seating – Seating is based on a number of factors including when the reservation is made, size of group, students’ ages and any special seating needs.

DID YOU KNOW?

• Thrivent Financial Hall has a stage larger than any Broadway theater in New York’s infamous theater district.

• The public women’s restrooms have 56 toilets.

• The Center is held up by an amazing 1,056,100 pounds of reinforcing steel in concrete.

This study guide was created for you by the Education Team as a part of The Boldt Company Beyond the Stage Education program. To download copies of this study guide or to find additional resources for this performance or view past study guides please visit: www.foxcitiespac.com/educators

Questions about your show reservation? Contact our education sales team at educationsales@foxcitiespac.com or call (920) 730-3726.

ENJOY THE SHOW!
WISCONSIN ACADEMIC STANDARDS

To assist you in your planning the Wisconsin Academic Standards that are most likely to connect with this performance are listed below.

ENGLISH LANGUAGE ARTS
READING/LITERATURE: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves and of others.

ORAL LANGUAGE: Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

SOCIAL STUDIES
GEOGRAPHY: Students in Wisconsin will learn about geography through the study of the relationships among people, places and environments.

HISTORY: Students in Wisconsin will learn about the history of Wisconsin, the United States and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

BEHAVIORAL SCIENCES: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

MUSIC
ANALYSIS: Students in Wisconsin will analyze and describe music.

THE ARTS: Students in Wisconsin will relate music to the other arts and disciplines outside the arts.

HISTORY AND CULTURE: Students in Wisconsin will relate music to history and culture.

THEATER
PLAY READING AND ANALYSIS: Students in Wisconsin will attend live theater and read plays, be able to analyze and evaluate the play and articulate (create meaning from) the play’s message for individuals and society.

RESEARCH AND ANALYSIS: Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.
ABOUT THE SHOW

*When you imagine, sometimes you find what you need. When you imagine, you find a home.*

Matthew Cuthbert and his sister Marilla need a boy to help with the chores around their farm on Prince Edward Island. They are not expecting Anne Shirley, a vivacious orphan with a wild imagination and a breathless fascination to find a place she can call home. ArtsPower’s heart-warming musical, based on Lucy Maud Montgomery’s beloved novels, follows Anne on her unlikely journey to find the family she’s always wanted.

ABOUT THE COMPANY

Since their start in 1985, ArtsPower has created and premiered 30 new musicals and dramas. They have helped light up the hearts and minds of more than 13 million children and adults by bringing musicals and dramas directly to young people in grades K-9, their families and teachers throughout the United States.

ArtsPower’s mission is to bring inspiring theater to America’s children that feeds their intellect while enhancing the cultural life of their communities, giving children hope and providing them with powerful examples of how to be kindhearted and fair minded members of society.
LESSON ONE: CHARACTERS

OBJECTIVE: Students will explore the 1900s and the lifestyles of that era to formulate opinions about life during that time.

MATERIALS
“The Island Hymn” handout
Writing utensils
Writing board

OPENING DISCUSSION
Prince Edward Island was home to Lucy Maud Montgomery. In 1907, the year before her famous novel “Anne of Green Gables” appeared, she wrote the words to the patriotic song of the Island. The song was performed on Arbor Day in early May 1907 to the tune of ‘God Save the King.’ Lawrence Watson, a druggist and organist at St. Peter’s Cathedral in the city, later wrote a new tune.

WARM UP
• Pass out lyrics to “The Island Hymn” by Lawrence Watson and Lucy Maud Montgomery. Instruct students to look at the lyrics and see what they can infer from the people who lived on Prince Edward Island.
• As a class, brainstorm what Prince Edward Island might be like. Provide digital photos of the island for students. Write down hypothesis about what life might have been like for people living on Prince Edward Island on the board.
• Next, have students share what life might have been like in the 1900s. What was happening historically? What inventions were being created? How was life changing?
• Explain to students that historians continually look back at artifacts to discover facts about our past.
• Share with students that just as the class did, historians would look to songs and documents to learn about a culture. Another way was to look at what people wore.
• Display images of traditional clothing for men, women and children in the 1900s.
  • Remember to look at clothing of both the working class and elite.

DID YOU KNOW?
Life was much different in 1908 when “Anne of Green Gables” was written. Only 14 percent of homes had an indoor bathtub and only about 8 percent had a telephone. Interested in learning other fun facts? Check these out:

• Most women only washed their hair once a month and used Borax or egg yolks for shampoo.
• There was no Mother’s or Father’s Days to celebrate, but children were trained to be extremely respectful of their parents.
• Two out of every 10 adults couldn’t read or write.
• The population of Las Vegas, Nevada was only 30 individuals.
• The annual income was $449.80.
• Women’s dresses cost between $10 and $12 and men’s suits would cost $7 to $16.
The Island Hymn
Words by Lucy Maud Montgomery

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.

Upon our princely Isle
May kindest fortune smile
   In coming years;
Peace and prosperity
In all her borders be,
   From every evil free,
And weakling fears.

Prince Edward Isle, to thee
Our hearts shall faithful be
   Where'er we dwell;
Forever may we stand
As brothers, hand in hand,
And sing God save the land
   We love so well.
ACTIVITY

• Clothing can tell historians a lot about a society. Ask students to turn and discuss what one might gather from how a person dresses.

• Divide students into groups and assign each a historical photo from the early 1900s. Equally divide male and female students and provide groups with photos featuring different genders and ages.

• Ask students to observe their photos and look at the physical appearance of the individuals pictured.

• Encourage students to discuss what it might have felt like to wear these clothes. How comfortable might they have been? Could you move easily? Did you stand out? Does the clothing look fragile or durable?

• Continue the conversation by discussing the roles men and women played in the 1900s. How does their clothing reflect what you know about their roles? Who was expected to be more independent? Who was expected to do more hard labor? Who is more delicate? More serious?
  • Remind students to back their opinions based on what they see in the pictures.

• Next share with students that not only do historians analyze clothing in depth, but costume designers also do. A costume designer has the job of designing and creating the costumes the actors wear onstage in a play.

• Explain to students that clothing communicates information to theatergoers and just as we were able to look at historical character and infer information, one can look at a character onstage and make assumptions about who they are, what era the play is set and how that character might move or act.

CLOSING DISCUSSION

As we move into future lessons, we will look at costumes and characters from “Anne of Green Gables.” We explore what it is like to be a costume designer and work together to create our own costume ideas for a show. Before we begin, each of you will need to familiarize yourself with the characters in the book. Have any of you read the story of Anne? What characters do you remember?
LESSON TWO: THE CHARACTER OF A COSTUME

OBJECTIVE: Students will look closely at costumes and work on creating their own costumes for characters.

MATERIALS
- Egg cartons
- Brown craft paper
- Toilet paper and paper towel rolls
- Scissors
- Stapler
- Miscellaneous clothing and accessories
- Paper
- Markers
- Pencils
- Pictures
- Garden foil
- Bags

OPENING DISCUSSION
As you go through the day, can you notice different ‘costumes’ people are wearing? What does their clothing communicated? Can you share specific examples from a television show or movie?

WARM UP
- When the first student arrives, tell him/her that you have a special project. Provide the student with something ridiculous to wear that is different from the everyday (cowboy, royalty, dirty, etc.).
- Instruct the student to sit down as they normally would and not comment on his outfit if anyone asks.
  - Make sure the outfit is noticeably different enough that students will take notice.
  - Don’t acknowledge the student in costume, but allow the other students to notice on their own.
- Using the student’s outfit as a springboard, begin a discussion about what we wear says something about who we are.
  - Why did the students notice the costume the student was wearing? Did it say something different than what their normal clothes do?
- Divide students into groups and provide each with a pre-assembled bag of miscellaneous clothing. Instruct each group to put together an costume hat would describe a character based on the materials provided.
  - Make sure that the clothing that you have will be varied enough to provide students with material to use.
- Working together, have the students put together their costume and write a short bio and description providing additional information on the character.

DID YOU KNOW?
Costume design is the envisioning of clothing and overall appearance of the character. Costume may refer to the style of dress particular to a nation, a class or a period. In many cases, it may contribute to the fullness of the artistic, visual world which is unique to a particular theatrical production. The most basic designs are produced to denote status, provide protection or provide visual interest to a character.
ACTIVITY
- Introduce students to the story of Anne and describe some of the main characters students will meet in Avonlea:
  - Anne: The protagonist of the novel. Anne is an orphan who is adopted by Matthew and Marilla Cuthbert and grows up on their farm, Green Gables.
  - Marilla: An unmarried woman who raises Anne. Marilla is all angles and straight lines, with a stern face and tightly knotted hair.
  - Matthew: A sixty-year-old bachelor who lives at Green Gables with his sister, Marilla. Matthew is painfully shy and a little eccentric.
  - Gilbert: A handsome, smart boy who becomes Anne’s rival when he teases her about her red hair.
  - Mrs. Rachel Lynde: The town busybody. She likes nothing more than giving her opinion and preaching morals. She is extremely outspoken.
  - Diana: Anne’s best friend. Diana is a plump, pretty girl Anne’s age she is full of romantic notions about love and friendship.
- Keep students in their groups and assign each a different material (4 resources: egg cartons, brown paper, toilet paper rolls and garden foil). Next assign each group a character.
- Instruct each group to design and create a costume based on their character and materials provided. Encourage students to lead their own research to discover more information about their characters.
- Once their costumes are created, have the students display their work and explain the reasoning behind their choices.

CLOSING DISCUSSION
What did you learn about the importance of costumes and the role they play in a performance? What are some things you will watch for in the upcoming production of *Anne of Green Gables*?

DID YOU KNOW?
Anne is big business! While the sales of the books may have slowed somewhat with age, Anne is still big business to all those kindred spirits who love her so. Cavendish, which Montgomery re-imagined as Avonlea in the books, sees more than 125,000 Anne fans on pilgrimage each year (an estimated 20 percent of them are from Japan), and Green Gables, a farmhouse that had actually belonged to Montgomery’s cousin but certainly looks the part, is a National Historic Site (it abuts an 18-hole golf course; such is the course of modernity).

Prince Edward Island, which jointly owns the trademarked term “Anne of Green Gables” with Montgomery’s heirs, remains a veritable wonderland of Anne-themed tchotchkes. Anne fans can buy Anne tea sets and Anne candies; Anne tea towels and potholders, cookbooks and aprons; Anne note cards and pencils; CDs featuring music from the several Anne musicals; and Anne light switches. There are Anne buttons and magnets, Anne bookmarks, Anne puzzles, Anne stained glass night lights; for the kids, an Anne straw hat to wear just like their favorite heroine, Anne porcelain dolls to be creeped out by, and Anne plush dolls to cuddle. Carry it all home in your new Anne tote bags, just because you can. Virtually anything that you could put Anne on, someone has.

Source: mentalfloss.com
LESSON THREE: THE CHARACTER BEHIND THE COSTUME

OBJECTIVE: The beloved characters of “Anne of Green Gables” are a key contribution to the stories enduring success. Students will look at the characters in “Anne of Green Gables” and learn about their individual traits.

MATERIALS
Open space

OPENING DISCUSSION
A character is anyone in a story. As the story is told, we learn more about what someone or something is like and how they might grow and change. Each character has distinct characteristics that allows you to set them apart. What is one character trait that Anne has? How about Gilbert? Actors will look at these traits and use them to determine how to portray a character onstage. Sometimes actors even have to play multiple characters in the same play. How do you think they are able to portray multiple characters?

WARM UP
• After reading a portion of “Anne of Green Gables” discuss some of the key characters (Anne, Marilla, Rachel Lynde, Gilbert). Ask students to pay close attention to what these characters say and do.
• As you complete the book, ask students to turn and share with someone near them. Did Anne, Marilla, Rachel or Gilbert change during the story? How do you know? What did they do or say?
• Remind students that when they read they should always play close attention to the little details of the character to see if the character makes a change throughout the story.

DID YOU KNOW?
Anne’s home town of Avonlea is a fictional community located on Prince Edward Island, Canada. The fictional community is based on Cavendish which is located in the central part of the province on the north shore. The town as founded in 1790 by three families who emigrated from Scotland. Lacking a harbor, Cavendish was primarily a small farming community throughout the 19th and first half of the 20th centuries.

Lucy Maud Montgomery was born in nearby New London and was brought to Cavendish to be raised in the home of her maternal grandparents. Montgomery would frequently visit her cousins, who owned a farm named Green Gables. Her experiences in the community formed a strong impression on her and she included much of her experiences in Anne’s story.

Prior to Montgomery’s writings, Cavendish’s primary claim to fame came on July 22, 1883, when the three-masted, world-record holding clipper ship Marco Polo grounded and broke apart on Cavendish Beach.
Discover the Arts

In 1939, a missionary from New Brunswick left her copy of Anne with a friend, respected translator Hanako Muraoka. Muraoka secretly translated the book into Japanese, renaming it Akage No Anne (Anne of the Red Hair), but held on to it through the war. In 1952, when Japanese officials were looking for translations of enriching, inspirational Western literature to teach in schools, she brought out her translation and “Anne of Green Gables” became part of the Japanese curriculum. Japan fell in love with Anne overnight, finding her red hair exotic, her hardworking attitude and kind nature endearing, and her story of winning over the town—not to mention Marilla Cuthbert, the seemingly hard-hearted matron—inspirational.

National obsession might not even begin to cover it: In 1986, a Japanese businessman made news when he signed a contract to import more than $1.4 million worth of potatoes from Prince Edward Island, solely on the realization that the potatoes came from Anne’s island. There is an Anne Academy in Fukuoka, which teaches Japanese students how to speak English with a Prince Edward Island accent; a nursing school called the School of Green Gables that tries to instill Anne-like qualities in its students; and several national fan clubs. People get married in Anne-themed weddings, thousands of Japanese tourists—many of them adult women with their hair dyed red and tied up in pigtails—visit Prince Edward Island each year, and surveys consistently find that the character is still one of the most beloved of young women across Japan. In 2008, the Canadian and Japanese post jointly sold a sheet of stamps featuring scenes from the 1979 Nippon Animation Anne cartoon; the stamps proved so popular in Japan that they sold 10 million of the 15 million run in the first month of their release.

Source: www.mentalfloss.com

ACTIVITY

• In plays, sometimes the actors will have to play multiple characters. That is why paying attention to the little nuances in characters is extremely important.
• Instruct students to form a large circle in the middle of the room. Discuss how they learned how costumes can tell us a lot about characters. Ask what other ways an actor can communicate. Direct the conversation to posture and voice.
• In this activity, share that they will use their voice and posture to portray three different characters: Marilla, Matthew and Anne.
• Discuss the characteristics of these characters. What might their voice sound like? How might they stand or say a phrase?
• Go around the circle and allow each student to say a line as Anne, then Matthew and finally Marilla.
  • Anne: It would give me a thrill to wear a dress with puffed sleeves.
  • Matthew: Why, why now Anne, don’t you like it?
  • Marilla: Pretty? I don’t trouble my head about getting pretty dresses for you.
• Ask students to share how they used their knowledge of the character to change how they portrayed the character. Would it make sense for Anne to behave the same way as Marilla? Of course not! Each character needs to be distinct and unique in their own way.
• Explain that actors will also use their bodies to portray multiple characters.

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Source: www.mentalfloss.com
Lucy Maud Montgomery was a Canadian author who is remembered most for her famous novel “Anne of Green Gables”, which was followed by a series of sequels with Anne as the central character. In her lifetime, she published 20 novels, more than 500 short stories, 30 essays, an autobiography and a book of poetry, each of which was highly appreciated by the book lovers and critics. While most of her books were widely read, it was the series of sequels about Anne that gained the most appreciation and success.

She was born to Clara Woolner Macneill Montgomery and Hugh John Montgomery in Clifton. Her mother passed away when Lucy was 21 months old due to tuberculosis. After the death of her mother, she was taken care of by her grandparents whom her father had given custody to. Her childhood years were lonely, given the fact that she did not have many friends to talk to. It was then that she built an imaginary world of her own that led to her creative paths.

She began writing various pieces and published “Anne of Green Gables” in 1908. The book received wide appreciation and established her reputation as a writer. The success of the book led her to pen the next eleven books. During this time, writing served as a solace for her as she struggled with depression and balancing being a mother a wife.

Source: www.famouspeople.com

CLOSING DISCUSSION
Watch as the actors move about the stage in *Anne of Green Gables*. See if you can spot where the same actor is playing multiple characters and how they change their voices or bodies to match their new role.
Don’t let this experience end with the drop of the curtain. Keep the conversation going with your students and reflect on the performance that you just attended. Here are a few questions to get the conversation started!

• How was imagination and hope represented in this performance?

• What character in *Anne of Green Gables* did you most connect to?

• Which moment do you remember most from the performance? What was happening?

• Do you have a really good friend? Are you bosom friends like Anne and Diana?

• Describe the music you heard. How did the music add to the mood or atmosphere of the performance?

• If you were going to tell a friend about the performance, how would you describe it in one sentence?
BOOKS
“Anne of Green Gables” by Lucy Maud Montgomery

WEBSITES

Arts Edge – free digital resource for teaching and learning, in through and about the arts
www.artsedge.kennedy-center.org

Teaching Tolerance
www.teachingtolerance.org

This educator resource guide is created as part of The Boldt Company Beyond the Stage Education Program.
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