

2016–2017 Season

CATCO IS
KIDS!

PLAYGUIDE

ANNE OF GREEN GABLES

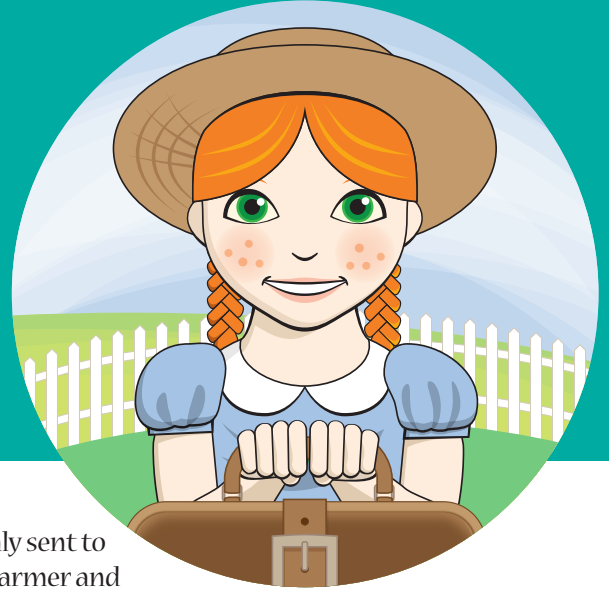
Music by Nancy Ford
Book and Lyrics by Gretchen Cryer

May 5–14, 2017

Co-produced with

Columbus School for Girls

The Agnes Jeffrey Shedd Theatre
56 S. Columbia Avenue, Columbus, OH 43209



The Story

Anne Shirley is mistakenly sent to live with a plainspoken farmer and his spinster sister, Matthew and Marilla Cuthbert, who thought they were adopting a boy to help with work on the farm. At first, the residents of Prince Edward Island are taken aback by Anne's outspoken spirit, impressive imagination, and sharp wit. However, as time passes and incidents occur, Anne shows her courage, quick thinking, and ever-growing compassion for others. Anne discovers that she has truly found the place where she belongs—home.



About the Writers:

Gretchen Cryer (Book and Lyrics) and Nancy Ford (Music)



Gretchen Cryer (right) and Nancy Ford (left) met while attending DePauw University in one of their music classes. The two became friends but had no idea that their meeting would lead to future professional collaborations. Eventually, Cryer and Ford became the only female composer-lyricist team in New York theater. They both attended graduate school at Yale University. They have written many shows together that have been performed on and off Broadway. Their musical adaptation of *Anne of Green Gables* opened in March 2007 at the Lucille Lortel Theatre in New York City and toured across the nation in September of that year.

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About the Author: L. M. Montgomery



Lucy Maud Montgomery was born in Clifton, Prince Edward Island in 1874. Shortly after Montgomery's birth, her mother passed away. Her father left her in the care of her maternal grandparents, and he moved to western Canada. Since she grew up as an only child and with an elderly couple, Montgomery looked to books, writing, nature, and her own imagination to keep her company. At the age of nine, her poem "On Cape LeForce" was published by *The Patriot*, a Prince Edward Island newspaper. Montgomery continued to write and advance her education and eventually graduated with honors from a teaching licensure program.

She spent a brief time teaching at schools on Prince Edward Island but returned home to take care of her grandmother when her grandfather passed away. During this time, she continued to write and lived comfortably off of the money earned from poems and stories accepted by American, British, and Canadian magazines. In 1905, she wrote her first novel, *Anne of Green Gables*. The novel was rejected by many publishers, so Montgomery hid the manuscript in a hat box. In 1907, she found the manuscript and decided to try again. This time, the book was published and became an immediate best-seller, establishing her career as a successful novelist. She wrote twenty novels total, nineteen of which are set on Prince Edward Island. Montgomery married Reverend Ewan Macdonald. In her old age, she returned to Prince Edward Island, where she passed away and is buried.

Montgomery immortalized Prince Edward Island and its people with her writings. To this day, her admirers visit the small island province to see the place she held so dear.



Curriculum Connections



You can use this Playguide and your visit to CATCO is Kids to help your students meet the curriculum standards required in schools by the Ohio Department of Education and the Common Core State Standards Initiative. Look throughout our Playguide for the icon

Curriculum Connection

and you will find academic standards that correspond with the different activities listed.

BEFORE THE SHOW



Activities



1. Columbus has a great library system. Visit your local library with a parent or guardian and check out *Anne of Green Gables* by L.M. Montgomery. Read the book but take your time and read the story carefully. Keep a journal of the different events that happen in Anne's life. Pick your favorite scene from the book. It could be a funny or it could be serious. Begin writing a dramatic vignette based off of the scene in the book. Write lines for the characters and be sure to have the scene build in action and conflict and result in a resolution. Once you have written your scene, rehearse it with a family member or friend and perform it for others.

Drama/Theatre: Grade 6
Cognitive and Creative
Learning Processes:
Performing 2PR

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Construct a scripted or improvised scene with developed characters that uses a plot curve.



2. Visit your favorite Columbus library and borrow a film and a book version of *Anne of Green Gables*. Read the book first. As you read it, keep a journal of the events in the story. Once you have read the book, watch the film version you found. After watching the film, write a list of events from that version. Begin to compare and contrast the events in the book and the events in the film. What was different? What was the same? Create a Venn Diagram of the differences and similarities and share your thoughts with a family member.



Drama/Theatre: Grade 5
Cognitive and Creative
Learning Processes:
Creating 4CE

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Discuss how a written adaptation of a story varies among media, including theatre, film, video and other arts media.



3. With a parent or guardian, visit the local library and find *Anne of Green Gables*. Read the beginning of the story until Anne arrives at Green Gables. Close your eyes and imagine that you are Anne. Imagine that you see the beautiful scenery as you converse with Matthew. Now, pretend that you are Anne. Write a journal entry from Anne's point of view. Detail what it was like, waiting for Matthew to pick you up, meeting Matthew, and arriving at Green Gables. What did you see or hear? Be sure to describe the order of events and Green Gables in detail.

CCSS.ELA-Literacy.W.4.3

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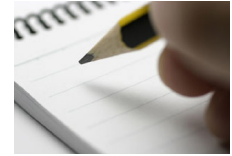
Construct an alternate ending for a scripted or improvised dramatic piece that engages audiences.

AFTER THE SHOW



Activities

1. *Anne of Green Gables* is set in the early 1900s in a village on Prince Edward Island. After seeing *Anne of Green Gables* with CATCO is Kids, make a list of everything you remember about the setting of the musical. Also, write a list of details about Anne, Matthew, Marilla, and Gilbert. How do these characters act? How do they treat others? How do they handle problems? After creating your lists, act those characters out for a family member or peer who saw the show with you. After acting out the characters, think about how the characters are examples of their time period. How do you think the characters would be different if the musical were set in 2017? Share your thoughts with a family member or peer.



Drama/Theatre: Grade 4
Cognitive and Creative
Processes: Creating 3CE

[Curriculum Connection](#)

Explain how certain characters reflect time periods and cultures.



2. Throughout the musical, Anne finds herself in trouble. Sometimes, it is for things that she says. Other times it is for things that she does, whether on purpose or by accident. Think about the different times that Anne's actions have consequences and how she works through those consequences. How do her actions affect the story? With a family member or peer, make a list of Anne's actions, consequences, and solutions to the consequences. Discuss your thoughts and feelings about each instance.

Drama/Theatre: Grade 7
Cognitive and Creative
Processes: Creating 1CE

[Curriculum Connection](#)

Consider and discuss the consequences of a character's actions in a theatrical production.



3. While the plot of *Anne of Green Gables* is one story with a beginning, middle, and an end, it also feels like a large story made up of smaller stories about Anne's experiences on Prince Edward Island. With a family member or peer, create a list of all of the smaller stories within the musical. Do your best to list all the events in the order that they happened. Look at the end of the story. How could the story have ended differently? Use your list to create a script for a different ending to *Anne of Green Gables*. Make sure that your ending agrees with the characters and setting from the musical. Rehearse it and perform it for others.



Drama/Theatre: Grade 8
Cognitive and Creative
Processes: Producing and
Performing 3PR

[Curriculum Connection](#)

Construct an alternate ending for a scripted or improvised dramatic piece that engages audiences.



Research Project: Prince Edward Island

Prince Edward Island is one of the ten provinces in Canada and is the setting of *Anne of Green Gables*. With an adults' permission and guidance, use the internet and library books to learn more about Prince Edward Island.

- When was the province founded?
- What language do they speak?
- What kind of wildlife lives there?
- What kind of plants do the farms grow there or what kind of livestock do they raise?

Write down everything you learn about Prince Edward Island. After reviewing your research, write a response about the ways researching the setting of the story helped you understand *Anne of Green Gables* more.



CCSS.ELA-Literacy.W.4.7

Curriculum
Connection

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.7

Curriculum
Connection

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



Articulate Like Anne

Anne Shirley has a sophisticated command of the English language. In fact, other characters comment on her ability to use big words. Here are few some of our favorite examples of Anne's elocution.



Benefactor—(noun) A person who provides support; a kindly helper

Bosom Friend—(noun) A very close friend; a best friend; a kindred spirit

Canopy—(noun) A covering over something

Egotistical—(adjective) Excessively conceited; self-absorbed; self-centered

Elation—(noun) Great happiness

Elocution—(noun) A person's manner of speaking or reading in public

Harrowing—(adjective) Very distressing

Impervious—(adjective) Hard to get through; unable to be affected by

Injudicious—(adjective) Unwise

Kindred—(adjective) Similar; related

Moderation—(noun) Not too much or too little; self-control

Nevermore—(adverb) Never again

Oblige—(verb) To do as someone asks; to be grateful

Obtuse—(adjective) Unfeeling and insensitive

Salutation—(noun) A greeting; words used to address someone in a letter

Sublime—(adjective) Of such excellence or beauty as to inspire awe

Volition—(noun) One's own will

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Fun Facts About Canada



- Canada and the United States of America share the longest international border in the world.
- Canada is the second largest country in the world.
- Scientists believe that Niagara Falls formed during the last ice age.
- Canada has two official languages: English and French.
- The indigenous people of northern Canada are called 'Inuit.'
- The Inuit people typically live in the northern part of Canada. This area is located in the Arctic.
- Canada is made up of ten provinces and three territories.
- There are over 30,000 lakes in Canada!
- Canada's national flag has a maple leaf on it.
- Canada is so large that it spans across six time zones.
- There are 41 national parks and three marine conservation areas across Canada.
- Because of its size, Canada has different climates and biomes.
- Canada is a world leader in energy created by water power.
- Canada has a federal government that includes a prime minister and a parliament.



Source: <http://www.kids-world-travel-guide.com/canada-facts-for-kids.html>

Source: <http://www.sciencekids.co.nz/sciencefacts/countries/canada.html>

Source: <http://www.ngkids.co.uk/places/facts-about-canada>



Craft: Kindred Spirits Necklace

In the musical, *Anne of Green Gables*, Anne learns the value of having wonderful friends. Below you will find the directions to make your very own friendship necklace with your kindred spirit. This craft can also be used as a bracelet or a keychain. The pictures show a Valentine's Day color scheme, but this craft is great for any occasion!

Source: <http://www.creativechild.com/articles/view/craft-ideas-foam-heart-friendship-necklaces>

Supplies needed:

- Craft Foam
- Yarn
- Scissors
- Hole Punch
- Pony Beads

Directions:

1. Using the scissors, cut a square out of the craft foam.
2. Then, use the scissors to cut your desired shape out of the square.
3. Use the hole punch to punch two holes in your shape. The holes should be next to each other.
4. Thread a 2-3 foot piece of the yarn through the holes.
5. Add your beads to the yarn and tie the ends of the yarn together.

