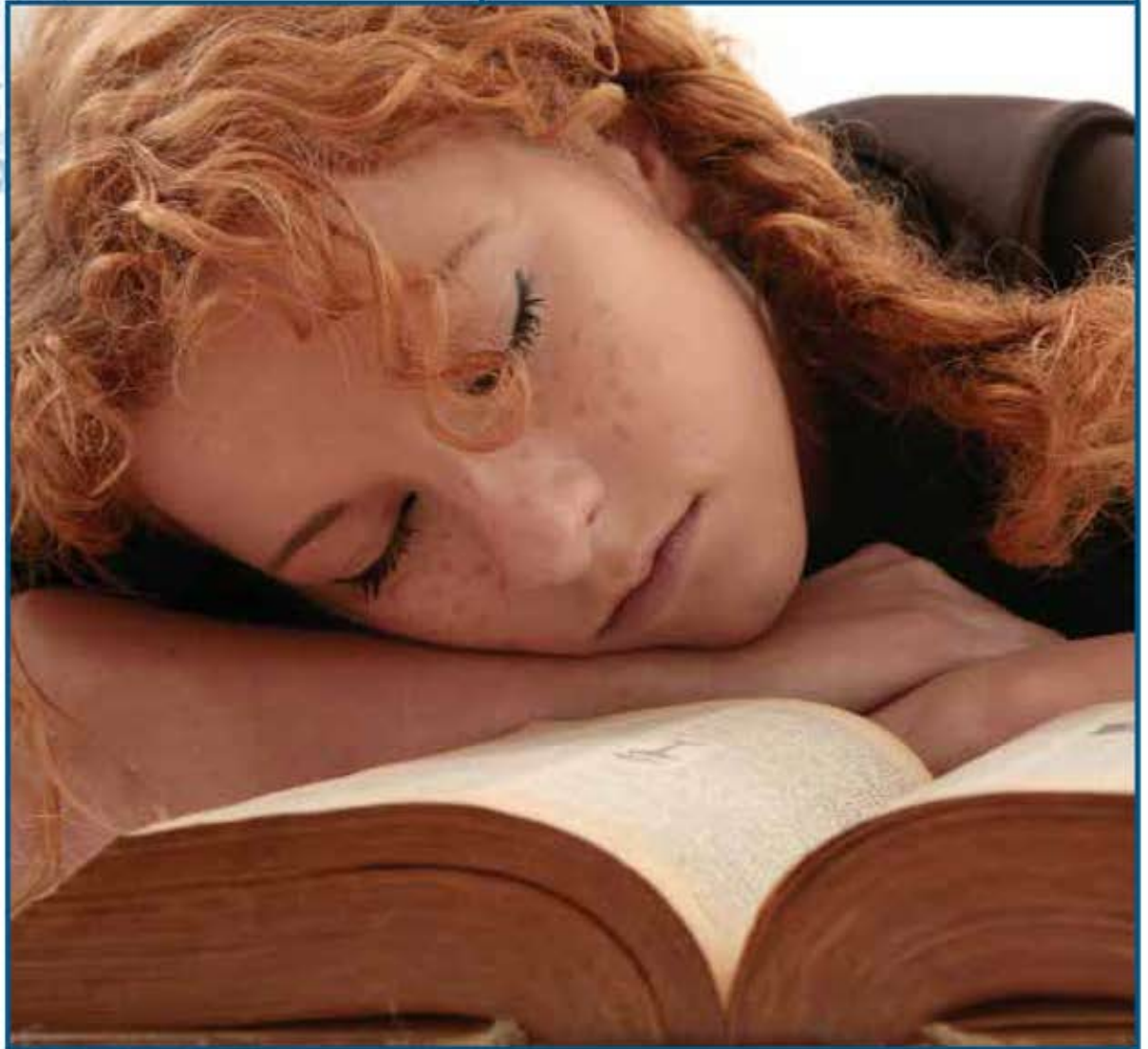


# Anne of Green Gables

COMPREHENSION GUIDE



# ANNE OF GREEN GABLES

Comprehension Guide  
by Ned Bustard



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*This guide is dedicated  
with affection to  
Anne (with-an-E) Symons,  
whose mother read  
this lovely book  
to young Anne  
one summer,  
in the hot afternoons,  
resting on her bed,  
so many years ago  
on the family farm in  
Townsend, Delaware.*

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# ANNE OF GREEN GABLES

## *How to use this Guide*

This guide is intended to help you study, understand and enjoy *Anne of Green Gables*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students' answers should be in complete sentences, and they should restate the question in their answer.

*Example:*

**Question:** What did Anne name the geranium?

**Answer:** Anne named the geranium "Bonny."

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

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# ANNE OF GREEN GABLES

## *Mrs. Rachel Lynde Is Surprised*

1. What was the effect of Mrs. Rachel Lynde on the intricate, headlong brook from the old Cuthbert place?

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2. Mrs. Rachel Lynde was a notable housewife, ran the Sewing Circle, helped run the Sunday-school, and was the strongest prop of the Church Aid Society and Foreign Missions Auxiliary. But what was it that she had done that awed the Avonlea housekeepers?

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3. What puzzled Mrs. Lynde at half past three that afternoon?

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4. What kept the kitchen at Green Gables from being cheerful?

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5. In addition to being slightly distrustful of sunshine, describe Marilla.

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# ANNE OF GREEN GABLES

## *Chapter 1, Page 2*

6. What unexpected news jolted Mrs. Rachel into thinking in exclamation points?

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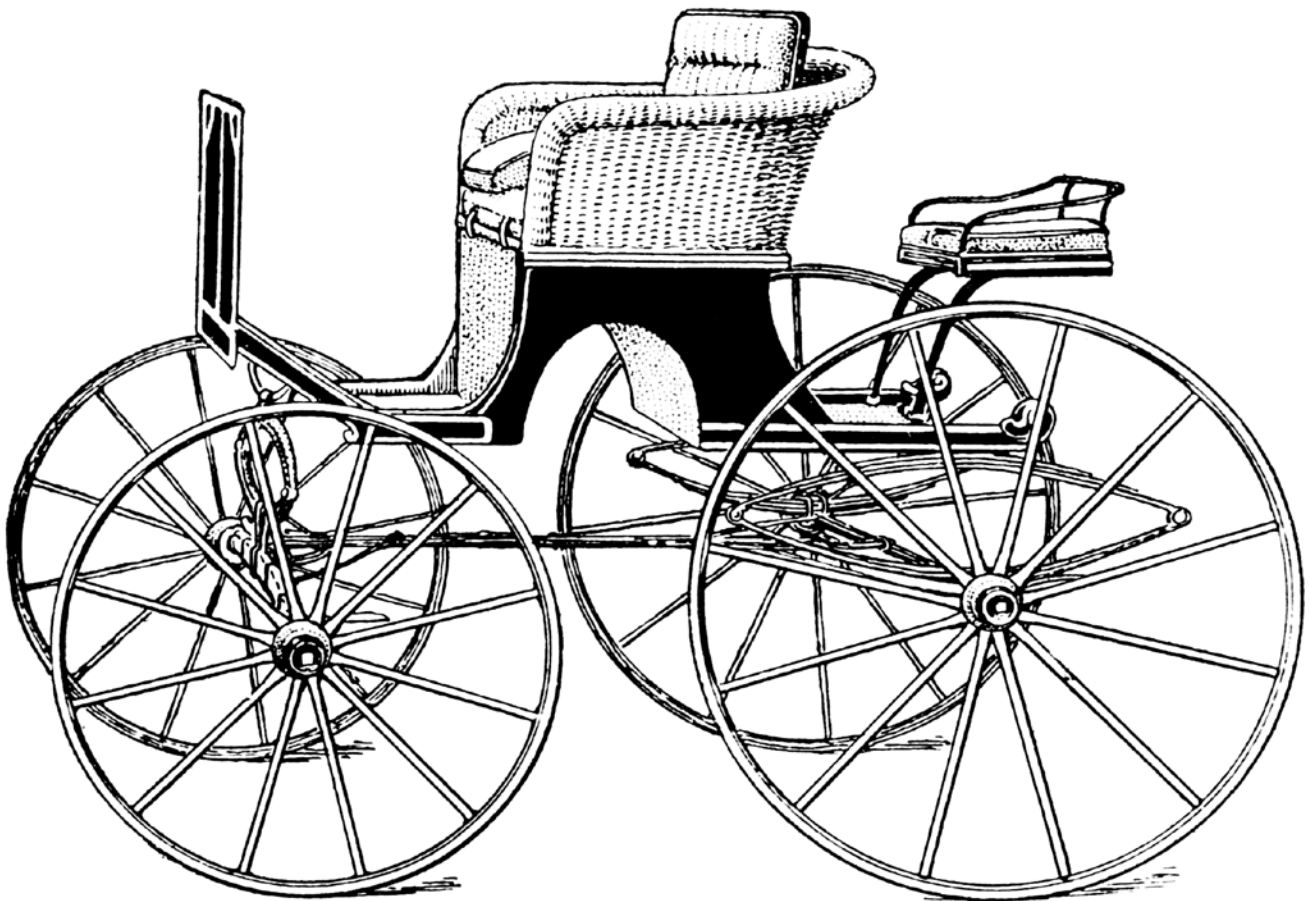
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7. What "Job's comforting" did Rachel offer to Marilla?

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# ANNE OF GREEN GABLES

## *Matthew Cuthbert is Surprised*

1. Who were the only mysterious creatures who Matthew did not dread?

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2. Describe Matthew's appearance.

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3. What did Matthew feel was harder than bearding a lion in its den?

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4. Describe the appearance of the girl.

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5. What were the little girl's plans for the night if Matthew did not arrive?

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6. According to the freckled witch, what was it easy to be without knowing it?

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