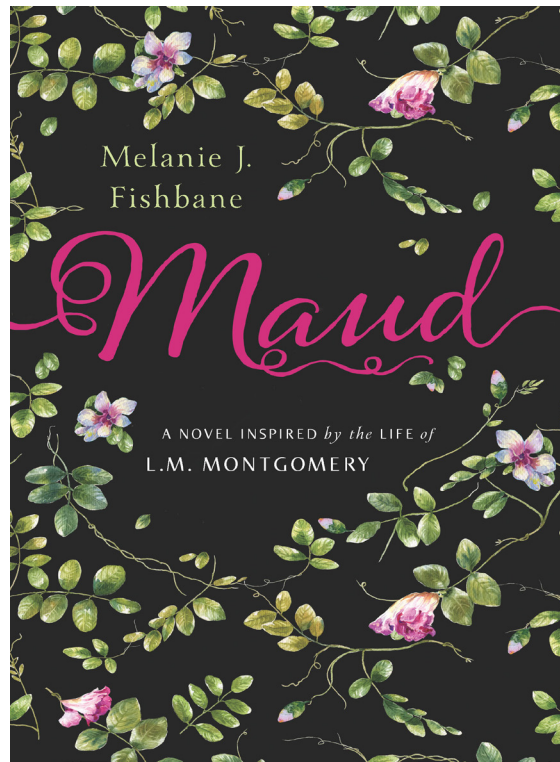


An Educator's Discussion and Project Guide for



ISBN: 978-0-14-319125-4

Written by Melanie J. Fishbane

Published by Penguin Teen Canada

(an imprint of Penguin Random House Canada Young Readers)

For the first time ever, a young novel about the teen years of L.M. Montgomery, the author who brought us ANNE OF GREEN GABLES.

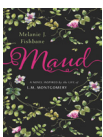
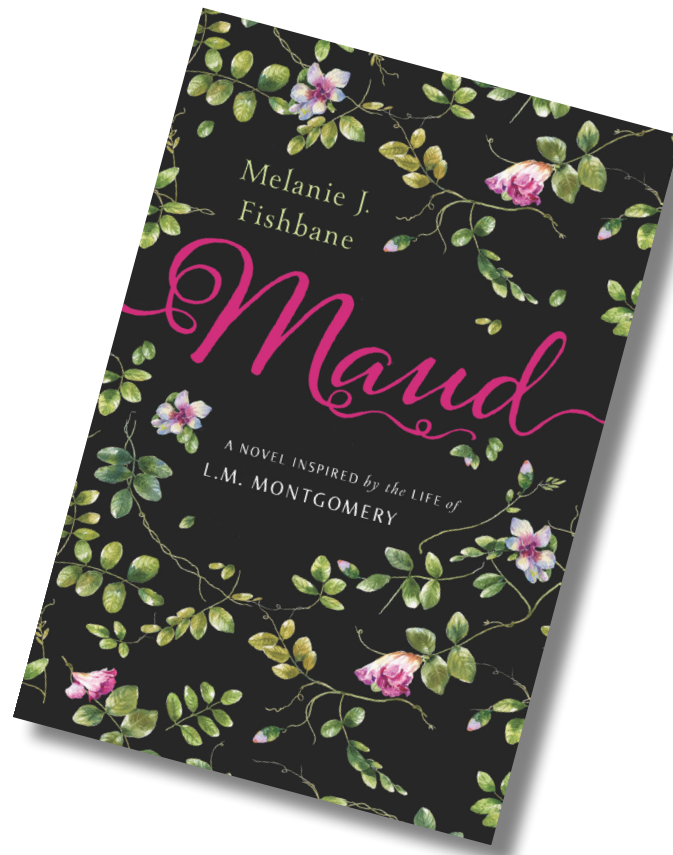
Fourteen-year-old Lucy Maud Montgomery — Maud to her friends — has a dream: to go to college and become a writer, just like her idol, Louisa May Alcott. But living with her grandparents on Prince Edward Island, she worries that this dream will never come true. Her grandfather has strong opinions about a woman's place in the world, and they do not include spending good money on college. Luckily, she has a teacher to believe in her, and good friends to support her, including Nate, the Baptist minister's stepson and the smartest boy in the class. If only he weren't a Baptist; her Presbyterian grandparents would never approve. Then again, Maud isn't sure she wants to settle down with a boy — her dreams of being a writer are much more important.

Guide created by
Debbie Gonzales, MFA



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Guided Discussion Bookmarks

- Print Guided Discussion Bookmarks below on cardstock.
- Use scissors to trim around bookmark borders.
- Distribute bookmarks to students.
- Instruct students to write their name on their Guided Discussion Bookmark and to write the Assigned Reading Completion Dates determined by the teacher or reading group leader in the spaces provided beneath the assigned section to be read on the bookmark.
- The Discussion Questions printed in this guide focus on character development, plot, and various literary elements pertaining to each selected reading section to be covered on the Assigned Reading Completion Date labeled on the Guided Discussion Bookmark.

Guided Discussion Bookmark

Student's Name _____



Section 1: Pgs. 1-72

date completed

Section 2: Pgs. 73-145

date completed

Section 3: Pgs. 146-227

date completed

Section 4: Pgs. 228-303

date completed

Section 5: Pgs. 304-366


date completed

Section 6: Pgs. 368-377

date completed

Guided Discussion Bookmark

Student's Name _____



Section 1: Pgs. 1-72

date completed

Section 2: Pgs. 73-145

date completed

Section 3: Pgs. 146-227

date completed

Section 4: Pgs. 228-303

date completed

Section 5: Pgs. 304-366

date completed

Section 6: Pgs. 368-377

date completed

Guided Discussion Bookmark

Student's Name _____



Section 1: Pgs. 1-72

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Section 4: Pgs. 228-303

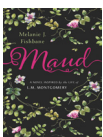
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Section 5: Pgs. 304-366

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Section 6: Pgs. 368-377

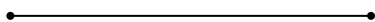
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Section 1: Pages 1 to 72

Sitting on her bed, Maud wrote as if it burned her to write, but it would scorch her if she didn't. As the words mingled with the anger, the world around her shifted and Maud moved past Miss Robinson, finding herself on the edge of her dream world (pg. 14).

- Analyze how the action described in the passage above reflects Maud's emotional state of being in this scene.
- Describe what the phrase "the world around her shifted" means.
- The word 'passion' is defined as strong emotion, eagerness, and dedication. Explain how this scene serves to foreshadow Maud's lifelong passion for writing.



It was clear in her family; higher education was for boys only. Maud was sure there would be no expectation she would go to college. Her "scribbling" was barely tolerated (pg. 24).

- Consider how Pensie's, Clemmie's, and Mollie's desires differ from Maud's. Examine how their focus on marriage and social standing dominate their motivations and actions. While the girls do well in school, they lack the drive required to pursue higher education. Explain why this is so.
- Discuss why, during this time in history, collegiate opportunities were granted to boys only.
- Determine what Maud's desire for higher education reveals about her character. Explore how this desire sets her apart from her friends and family.
- To 'scribble' means to write or draw in a careless or hurried manner. Discuss the inaccuracy of describing Maud's literary expression in this way.
- Tell how Maud's version of "scribbling" serves to define her destiny.

Maud wanted to see things, do things, and write about those things. She wasn't sure yet how, but if Louisa May Alcott, who had fewer opportunities than she did, could do it, maybe, just maybe, Maud could write too (pg. 33).

- Discuss Maud's emotional connection with author Louisa May Alcott. Draw a comparison with Alcott and Miss Gordon. Explore how both the author and the teacher inspire Maud to pursue the dream to write.
- Some of the themes explored in Alcott's *Little Women* are independence, honesty, integrity, the struggle between duty and personal growth, and the pursuit of one's dreams. Consider how the thematic thrust of *Little Women* mirrors Maud's desires and personal story.
- In this scene, Miss Gordon vows to to the class to "...help you succeed in the future." Explain why Maud felt as if, in some way, Miss Gordon directed the comment to her.
- The word 'opportunity' is defined as having a favorable circumstance, having good luck, or good fortune. Describe the opportunities Maud feels are available to her at this point in the story.



If Clemmie and Nate were meant to be — and she highly doubted this — then God would make it so (pg. 56).

- When the word 'providence' is spelled using the lower case, it means to be cared for, led by, and to rely on divine guidance in life. The word Providence, when spelled with a capital 'P', means God. Explain which connotation — 'providence' or 'Providence' — is being referred to in the quote above.
- Discuss why Maud doubted that "Clemmie and Nate were meant to be".
- Consider the connection with providence and opportunity. Does providence provide opportunities, or vice versa? And, what role does Providence play in the order of events? Explain your answer.



Section 2: Pages 73 to 145

“You have to decide, Maud, how you want to live your life.”

“You have chosen a difficult path...But I believe that you will persevere” (pg. 78).

- Consider how the themes explored in *Little Women* — struggle between duty and personal growth, and the pursuit of one’s dreams — relate to the “difficult path” Miss Gordon is referring to in this scene.
- Define the word ‘persevere’ as it relates to Maud’s chosen path.
- If Maud is deciding to pursue becoming a teacher and/or writer rather than the traditional married way of life, is she allowing providence to guide her opportunities? How so?



He was Baptist, she Presbyterian (pg. 86).

- Research the differences between the Baptist and Presbyterian faiths. Discuss how their differences created a distinction in the Cavendish social standing.
- Explain why practicing different faiths presents problems for Nate and Maud.
- Determine the role of providence as it pertains to the practice of different faiths.

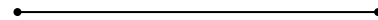


How was it that Maud was good enough to sleep over at Pensie’s house, but not good enough when she had her school friends with her (pg. 97)?

- Describe Maud’s relationship with Pensie. Identify the reasons for Pensie’s differing levels of acceptance of Maud.
- Explore Pensie’s authenticity as a friend.
- Examine Pensie’s authenticity to herself. Do you think Pensie owns the perseverance to choose a difficult path for herself? Explain your answer.
- Consider the value Pensie places on social standing. Tell how this value defines her character.

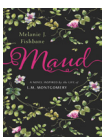
“Maud, I don’t care what people say about your family. We are not responsible for the actions of our parents” (pg. 117).

- Determine why Nate is able to understand and accept Maud’s familial issues in such a nonjudgmental way.
- On page 99, Mrs. Simpson and Mrs. Clark gossiped about Maud’s parents, insinuating that her father somehow took advantage of her mother. The women revealed scandalous secrets than Maud had never heard before. If Maud’s parents’ elopement was public knowledge, could it be possible that Nate knew more about Maud’s family story than she did? If that is true, what does this reveal about his integrity and authenticity?
- Do you agree with Nate’s statement regarding not assuming responsibility for parental actions? Explain your answer.
- Are there, however, situations in which a parent’s actions affects their child’s opportunities? How so?



“Gallivanting with boys — and a Baptist, no less.” Grandfather said. “All of Cavendish is talking about it. I will not have our good name sullied by a girl who is more interested in boys than her reputation” (pg. 124).

- The word ‘reputation’ means prominence, honor, and acceptability. An individual’s reputation is defined by the commonly held opinion of one’s character. Discuss Grandfather’s concern for Maud’s reputation. Is he more concerned for Maud or for himself? Explain your answer.
- To ‘sully’ means to soil, defile, or stain the purity of something. Tell why Maud’s grandparents jumped to the conclusion that she was sullying the family’s “good name”. Determine what Nate’s being a Baptist has to do with the issue.
- Consider if there is a connection between Maud’s parents’ elopement and her grandparents’ reaction to Nate. Could their anger have something to do with Maud having to assume responsibility for her parents’ actions? How so?



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Section 3: Pages 149 to 227

“You never know where experience will create opportunity, Maud. Remember that” (pg. 162).

- In this scene, Father details aspects of his life, highlighting his travels and pursuit of fortune. Explore ways in which Maud’s desires and character are similar to her father’s.
- Explain why Maud chooses not to ask him more about his relationship with her mother.
- Discuss the connection of providence, opportunity and experience in this scene.
- Do you agree that experience creates opportunity? How so?

Then she took a pair of scissors, parted her hair, and after some very deep, defiant breathing, cut her hair into fringe bangs (pg. 179).

- Discuss how the act of cutting her hair serves as a defining moment for Maud.
- Was Maud’s cutting fringe bangs motivated more by a spirit of defiance or the desire for independence? Explain your answer.
- Consider Mrs. Montgomery’s age in relation to Maud’s. Explain why Father courted someone so much younger than he.
- Determine Mrs. Montgomery’s motivation to marry a man so much older than she.
- Explore Mrs. Montgomery’s state of being. Predict why she projects such cruelty toward Maud.
- Define Mrs. Montgomery’s ultimate desire. Contrast and contrast her desire with Maud’s. Tell how their desires differ and, in some ways, are quite similar.

Father stood up and put his coat on, his beard twitching into a slight smile. “You must’ve done something. A man doesn’t usually go after a girl unless she’s done something to attract his attention.” He kissed Maud on top of her head (pg. 207).

- Determine why Father and Mrs. Montgomery questioned Maud’s intent with regard to encouraging Mr. Mustard’s romantic pursuit.
- Tell what Father’s smiling in this scene reveals about his impression of Maud’s dilemma. Explain why he found her troubling situation to be comical, rather than disconcerting.
- Up until this point in the story, Father has rarely displayed affection toward Maud. Considering the context of the quote above, tell why he kissed Maud on the top of her head.
- Discuss the similarities and differences of Nate’s affection for Maud and Mr. Mustard’s.
- In your opinion, does Father have Maud’s best interests at heart? Explain your answer.

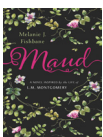
Writing saved her when she woke up in the morning and in the middle of the night and couldn’t get back to sleep. It saved her when Mrs. Montgomery was particularly cruel. It saved her from those moments of homesickness completely overwhelmed her (pg. 218).

- Explore how Maud’s unfortunate experiences served to become opportunities.
- Early in the story, Miss Gordon encouraged Maud to write about things that she knew. Experiences that were authentic and real.

Discuss how Maud’s deep sense of homesickness, being misunderstood, and sadness helped her to become a prolific author.



Maud at age 14.



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Section 4: Pages 228 to 303

But Maud's recitation of "The Child Martyr" was so excellent, she received a standing ovation. The audience even demanded an encore, so she recited part of her own work about Cape LeForce and spun it as well as her grandfather had (pg. 229).

- Consider the confidence and determination required to give such an excellent public recitation. Discuss how Maud used her voice to gain favor in the community.
- Examine the impact of Maud's presentation and ultimate acceptance of her original work. Tell how this opportunity affected her social standing, as well as her writing career.
- On page 236, Will tells Maud, "I find that sometimes taking action in one small way helps keep a person heading in the right direction." Tell how taking action in this opportunity affected the direction of Maud's life.

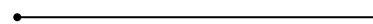


"I drowned him" (pg. 245).

- Discuss the impact of knowing that Father willingly killed the family pet to appease Mrs. Montgomery had on Maud.
- Father did not need to tell Maud what he had done. He could've kept the knowledge of the act to himself. Determine why he chose to confess his actions to Maud.
- Katie loved the cat. Explain why Mrs. Montgomery and Father would rather kill Katie's pet rather than train it.
- Consider the opportunity this horrific moment presented for Maud. Discuss how turning to her journal during such a time of raw emotion ultimately benefitted her.
- Tell how the act of writing in her journal served as a small way to keep herself headed in the right direction.

"It's a balance." Will held his hands over hers, and she loosened her grip. "Let the horse lead you, but you need to also be in control" (pg. 264).

- Observe the action in this scene. Though Maud prides herself as being independantly-minded, discuss what the act of loosening her grip reveals about Maud's emotional state.
- A metaphor is a literary technique in which the action or literary description has a symbolic meaning. Explore how the quote above serves as a metaphor for the notion of allowing providence to guide one's oppotunities.
- Discuss the similarities and differences between Nate and Will. Explore both characters' relationships to father figures, faith, and education. Tell of the lasting affect Nate and Will had upon Maud.



"I had no idea you had this." His eyes filled with tears, making Maud's do the same. She hadn't seen him cry since Mother's funeral. "Who gave it to you? I . . . I thought it had been . . . lost" (pg. 297).

- Observe Father's reaction to the Commonplace Book. Consider the tenderness with which he took it from Maud's hand. Discuss the reference of Father's newborn child and the way he handled a treasure that once belonged to his deceased wife. Determine what this reaction reveals about Father's character.
- Infer what Father's reaction to the Commonplace Book demonstrated to Maud regarding his affection for her mother.
- A Commonplace Book is described as being a "thinker's journal," one in which the entries intrigue, challenge, and enlighten the writer. Explore the emotional and literary connection between Maud's journals and her mother's Commonplace Book. Explain what the personal writings prove regarding the shared nature of a mother and her daughter.
- Predict which wife Father loved the most — Mrs. Montgomery or Maud's mother. Explain your answer.



Section 5: Pages 307 to 366

After Maud had unpacked, she went down to call on Pensie, but then wasn't sure what to do when she saw Quill on the porch. Pensie, however, stood up, ran over and embraced Maud for a few minutes. She looked exactly the same, but her auburn hair was done up in a tight bun accentuating her thin chin, making her seem more severe. Afterwards, the two friends stared at each other for a full awkward minute before Pensie spoke. "So you've returned at last. You must find Cavendish simply provincial after your travels" (pg. 323).

- Earlier in the story, Pensie responded to Maud in a restrained manner when Quill or others were present. In this scene, she seems ecstatic to see Maud. Identify reasons for Pensie's change in nature.
- Explore the importance of Maud's noticing that nothing about Pensie had changed except her hair style, which made her seem more "severe."
- Discuss the significance of Pensie breaking the awkward silence that occurred after the friends' embrace.
- The word 'provincial' is defined as being unsophisticated or narrow-minded. Explain why Pensie would make a comment such as this, especially since she carried herself in an arrogant manner earlier in the story.

Grandfather stood up. The decision was over. "You've heard my decision, Maud. You can do that scribbling of yours, but your duty is here, not in some college in the city" (pg. 330).

- Explain Grandfather's stoic position regarding higher education for women.
- Refer to the earlier reference regarding the themes of the struggle between duty and personal growth, and the pursuit of one's dreams explored in Alcott's *Little Women*. Discuss how Maud's situation mirrors the issues presented in her favorite novel.
- Though Maud has become a published writer, Grandfather continues to refer to her life's passion as 'scribbling.' Explain why this is so.

Maud began to understand. Her grandparents couldn't object if she was performing her Christian duty by helping her teacher. What would the community say if she said no (pg. 332)?

- Discuss how serving her Christian duty by helping Miss Gordon offers a tremendous opportunity for Maud's personal growth.
- Determine whether Providence or providence presented the opportunity to help Miss Gordon.
- Consider Will's advice to "let the horse lead you, but you also need to be in control". Explain how his words are metaphorical in this situation.

"What about my work with Miss Gordon?" Maud said.

"School has been closed because of the weather," Grandma said. "Besides, she wouldn't want to stand in the way of this opportunity" (pg. 346).

- Discuss Grandma's change of heart regarding permitting Maud to work as a music teacher. What inspired her to do so?
- Does Grandma love Maud, or does she merely consider her granddaughter to be a duty (pg. 358)? Explain your answer.

"Grandma, I . . . *thank you*, Grandma," Maud finally said, after he walked away (pg. 365).

- Discuss Grandma's motivation to pay for the Campbell cousins to take organ lessons from Maud. After years of being disappointed in Maud for reasons that were out of her control, pinpoint why Grandma decided to help her granddaughter pursue her dreams.
- Explain why Maud thanked Grandma after Grandpa stood up to tend to the horses.
- Determine the meaning behind Grandpa's pat on Maud's arm.
- Consider how empowering Maud's independence and appreciating her gift of writing in this way offers Grandma and Grandpa the opportunity to honor the life of their deceased daughter.



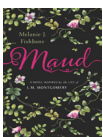
Section 6: Pages 366 to 377

The Life and Times of L. M. Montgomery

Consider the timeline below after reviewing the selections found in Section 6. Use all the information available as references to write an informative essay identifying which of the following themes and concepts had the greatest affect on Lucy Maud Montgomery's life.

Providence	independance	reputation	religion
providence	perseverance	responsibility	integrity
opportunity	sacrifice	faith	adventure

- 1874 ← Lucy Maud Montgomery is born in Clifton, Prince Edward Island on November 30, 1874.
- 1879 ← At age six, Montgomery began attending the one-room school near her grandparent's home in Cavendish.
- 1891 ← Montgomery lived with her father, Hugh John Montgomery and his wife, Mary Anne McRae. "On Cape LeForce", her first publication was published by a Prince Edward Island paper. In September of 1891, she returned to Cavendish too late to return to school that year.
- 1891-1892 ← Montgomery completed Grade 10.
- 1893-1894 ← From 1893 to 1894, Montgomery studied for a teacher's license at Prince Wales College, completing the two-year course in one year and graduating with honors.
- 1895-1895 ← After teaching at three island schools, Montgomery studied at Dalhousie University, becoming one of few women at the time to seek higher education.
- 1896 ← Grandfather MacNiell died suddenly. Montgomery returned to Cavenish to care for her grandmother. She stayed in Cavendish for thirteen years.
- 1899 ← Montgomery begins to earn a comfortable income with her writing.
- 1905 ← Montgomery wrote *Anne of Green Gables*. After receiving a number of rejections, she stored the manuscript away in a hat box.
- 1907 ← Montgomery found the manuscript, reread it, and resubmitted to several publishers. *Anne of Green Gables* was eventually published in 1908, becoming an immediate best-seller, marking the beginning of her career as a novelist.
- 1911 ← On July 5, 1911, Montgomery married the Reverend Ewan Macdonald and moved to Leaskdale, Ontario. She had three sons, helped her husband in his pastoral duties, ran their home, and continued to write best-selling novels, short stories, and poems.
- 1926 ← Montgomery moved with her husband to Norval, Ontario.
- 1942 ← Lucy Maud Montgomery dies on April 24, 1942 in Toronto, Ontario. She was buried in Prince Edward Island, in the Cavendish cemetery.



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Reference: *About L. M. Montgomery - L. M. Montgomery Institute*

Meet the Author: Melanie J. Fishbane

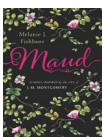


MELANIE J. FISHBANE holds an M.F.A. in Writing for Children and Young Adults from the Vermont College of Fine Arts and an M.A. in History from Concordia University. With over seventeen years' experience in children's publishing, she lectures internationally on children's literature and L.M. Montgomery, who she has been obsessed with since she first read *Anne of Green Gables* in Grade Six. A freelance writer and social media consultant, Melanie teaches English at Humber College. Melanie also loves writing essays and her first one, "My Pen Shall Heal, Not Hurt": Writing as Therapy in L.M. Montgomery's *Rilla of Ingleside* and *The Blythes Are Quoted*," is included in L.M. Montgomery's *Rainbow Valleys: The Ontario Years 1911-1942*. Melanie lives in Toronto with her partner and their very entertaining cat, Merlin. MAUD is her first novel.

To learn more about Melanie and L. M. Montgomery access her website at www.melaniefishbane.com.



Maud at age 16 or 17.



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