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**A LITERARY ANALYSIS OF THE DEVELOPMENT OF
WOMEN'S ROLE IN SOCIETY AS REFLECTED IN LUCY
MONTGOMERY'S BOOK ANNE OF AVONLEA BY USING THE
NEW HISTORICISM APPROACH.**

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Abstract

Over time, the development of the role of women has evolved in a preponderant way, with the purpose of being accepted within society in an equitable manner. For this reason, this study focused on the analysis of the development of the role of women through the use of the book *Anne of Avonlea*, along with the New Historicism approach. For this reason, the qualitative method was applied to collect the appropriate information. Moreover, for the analysis of the information, comparative tables were used as an instrument to compare the role of women in society. Therefore, a triangulation was used between the literary work, the opinion of the experts, and the researcher's analysis, which was supported by solid literary theories. As a result of an exhaustive study of the research, it was determined that the main role of women in society is linked to the performance of domestic tasks.

Resumen

A lo largo del tiempo, el desarrollo del papel de la mujer ha evolucionado de manera preponderante, con el propósito de ser aceptada dentro de la sociedad de manera equitativa. Por tal razón este estudio se enfocó en el análisis del desarrollo del papel de la mujer mediante el uso del libro *Ana la de Avonlea*, y el enfoque del Nuevo Historicismo. Es por ello, que para recopilar la información idónea, se aplicó el método cualitativo. Asimismo, para analizar la información se utilizó como instrumento tablas comparativas que permitieron comparar el rol de la mujer en la sociedad. En este análisis se empleó una triangulación entre la obra literaria, la opinión de los expertos y el análisis del investigador, el cual se apoyó en teorías literarias sólidas. Como resultado de un estudio exhaustivo de la investigación, se determinó que el rol principal de la mujer en la sociedad está ligado a la realización de labores domésticas.

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Chapter I

Introductory Framework

This research attempts first to analyze how the role women play within society has developed over time. As far as the design of this research is concerned, the topics to be discussed include women's role in ancient times, together with the most essential issues regarding women's achievements, and their attempts to be accepted in society. The aim is to identify the factors responsible for this evolution in the role of women.

1.1.Problem Statement

The oppression of women is a long-time social issue that must be analyzed as a top priority. Women's oppression has resulted in a variety of social problems because women are forced to face including lack of opportunities, inequality, and discrimination. Thus, analyzing the above and seeking solutions to these issues is of the essence to fully understand women's current situation. However, it must be pointed out that the goal of conceptualizing and calling attention to the process that women have undergone through history is to create awareness in today's society to women's predicament. To do so, it is necessary to take a look at women's position in society through the different stages of history.

Since ancient times, women's intellectual status has been considered inferior to that of men. Consequently, women were forced to play a subordinate role in relation to men. Back then, the primary role played by women included bearing children, performing household chores, and getting married as a way to assert themselves in society. As a result, for centuries men saw women as the least intelligent of both genders.

Over time, women fought for equal rights, and for acceptance in society. In spite of this,

inequality and discrimination against women in society remain a very current issue. “Despite decades of progress closing the equality gap between men and women, close to 90 percent of men and women hold some sort of bias against women.” (UNDP, 2020). The reason for this is that women’s rejection has long been in place. Therefore, in today's society, the idea that men are superior to women has not yet been eradicated.

Currently, in many countries, women face inequality and discrimination, abuse, violence, and inadequate treatment in society. As women have entered production, they have realized their particular exploitation. According to OXFAM International (2021), “They have fewer resources, less power and less influence compared to men, and can experience further inequality because of their class, ethnicity, and age, as well as religious and other fundamentalism.” In other words, there are many urgent problems facing the women's movement today including economic, political, and religious issues and those described above.

It is widely recognized that securing gender equality for women is a basic principle in relation to human rights and the key to overall social, economic, and political progress. It is evident that no country has yet fully achieved equality for women and girls, and women are still underrepresented and sometimes even marginalized in most countries. Today, in many countries women cannot dress the way they like, drive, work at night, inherit property or give evidence in court. As a result, there is a large number of expressly discriminatory laws. “In developing countries, gender disparity is highly rampant compared to the developed countries.” (Ahmed, 2001). Multiple forms of discrimination and inequality are based on gender and other factors such as race, ethnicity, caste, disability, and social status.

Gender equality is crucial for the achievement of human rights for all; but in many legal traditions most of the laws continue to institutionalize second class status for women. Hence, it is evident that discriminatory laws against women persist in every corner of the globe and new discriminatory laws are enacted. Demographically, half a population constitutes women. “The population of females in the world is estimated at 3,904,727,342 or 3,905 million or 3.905 billion, representing 49.58% of the world population.” (Statisticstimes, 2021). Half of these women suffer from discrimination and unequal rights in society.

In order to achieve gender equality, it is important to respect women’s role in this society. It is crucial to transform gender stereotypes and discriminatory social standards including those that limit women’s roles in different areas of society. Furthermore, recognizing the value of women will contribute to a better standard of living for all human beings. Therefore, raising awareness among all human beings will help maintain an equitable society in terms of rights and opportunities between men and women, allowing for greater political, economic, and social development.

According to ONU (2021), “Gender equality and the empowerment of women and girls is not just a goal in itself, but a key to sustainable development, economic growth, and peace and security.” As a consequence, society will improve when equality is achieved, and the rights of all people are defended and taken seriously.

In summary, although for a long time many attempts have been made to achieve changes in society and even though much has been achieved today so that all people can enjoy equal treatment and rights, society must still continue to struggle. It is fundamental to eliminate all forms of discrimination and inequality against all women. In this regard, it is key to unite as many people as possible to take up these issues in both the short and the long term to work

towards a society free of exploitation either of men or women, whether on the grounds of gender or social class. When everyone joins together the probability of making a change increases. How to analyze the development of women's role in society as reflected in Lucy Montgomery's book *Anne of Avonlea* by using the New Historicism approach?

1.2. Objectives of the Investigation

1.2.1. General Objective

- To analyze the development of women's role in society as reflected in Lucy Montgomery's book *Anne of Avonlea* by using the New Historicism approach.

1.2.2. Specific Objectives

- To compare women's role in society over time.
- To identify the achievements and challenges women have faced in order to be accepted equally within society.
- To describe the influence of former ideologies on modern society.

1.3. Justification of the Study

In earlier times, men dominated society while women played a secondary role. At family level, women's opinions were not taken into consideration. Men made all decisions, as women were seen as men's possession. In addition, men had high academic achievements and formal jobs, while women fulfilled family responsibilities and were in charge of household chores. For many years the world was under a patriarchal society that oppressed women in every social area. However, over time this has evolved resulting in numerous changes that have led to a diverse, enriched society, making it possible to transform the role of women in

society.

Women's participation ensures their status as full citizens with the ability to decide and be active members of society. However, from the local sphere to the global scale, women's leadership and social participation are restricted. "Around the world, women continue to be marginalized from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, but also due to lower levels of education, lack of access to health care, or the disproportionate impact of poverty." (Nations, 2011, p. 72). In fact, women continue to face different barriers to participation in social life. Despite this, there is a trend towards the feminization of this facet of public life.

Today, it is very evident that the situation of women has undergone significant change over the last few years. Therefore, we are faced with a female reality that distances itself from that in the past. Undoubtedly, women have always been involved in economy, science, and culture, but their involvement has been restricted and not widely recognized, since structural, ideological, and psycho-social factors have influenced their participation and have categorized them as individuals with few rights. Although over the last few decades the world has witnessed significant progress of women in education, access to some careers, or the right to vote, inequality and discrimination towards the role of women in society continues to exist. This is because most of the progress that has been made is restricted to some regions or specific areas of the world.

Conducting this research helped analyze and reflect on the discrimination and inequality of opportunities that women have suffered over the years. According to Nelson (1984), "An adequate defense of equal opportunity should include, as a minimum, a clear

definition of equal opportunity together with a rationale for this ideal as defined.” Although in today's society many efforts have been made to accept women, there is still a lot of work to be done. In addition, perceiving how women’s role has evolved in different social, business, spiritual, political, and economic areas is essential, because today's society must fight for equal rights and opportunities for women.

This research represents a unique approach to women’s changing role over time and its impact on the space we experience today, reflecting their struggle to find the ultimate liberation from a society that still oppresses them. Besides, through this research readers can compare the role of women from ancient times to today and how it has developed. Thus, they will have an evolving picture of the role women play within society to take into account the changes that still need to be made. The purpose behind this research was the desire to obtain a better knowledge of the situation in which women find themselves in society and their social and personal evolution; the importance given to this process, the difficulties, the pros and cons, and so on.

Having an inclusive society makes it possible to ensure the defense of the rights and collective well-being of all human beings. “Reducing inequality strengthens economies and builds stable, resilient societies that give all individuals - including girls and women the opportunity to fulfill their potential.” (UNICEF, n.d.), the importance of giving women a significant role in society will help develop a society that provides opportunities for all.

This paper provides an overview of the situation of women in the social sphere, showing how the indicators related to their life expectancy, reproductive health, access to education, and labor opportunities have evolved, as well as participation in politics and in all branches of society. The aim is to provide readers with a tool for analysis and work that will

allow them to better understand the opportunities, challenges, and difficulties women face today in society.

1.4. Antecedents

Humanistic influences gave rise to the European Renaissance in the 14th century, which broke with the traditional theocentrism to give rise to a new concept of universal order, which saw God was situated on another plane and man took the leading role in divine creation. This gave rise to an anthropocentrism that still prevails in today's society. At that time, people believed that man was the center of the universe. That classical paradigm was retaken mainly by men of science, philosophers, architects, and writers, who immersed in this new Greco-Roman culture, gradually discarding the previous, medieval canons. In the meantime, women's social condition in general did not change in any way. Besides, the medieval tradition of stigmatizing and condemning women increased considerably in the late 15th and early 16th centuries, with the execution of thousands of women per year accused of witchcraft by the Inquisitorial Courts becoming frequent mainly in Central Europe.

It is important to highlight that within some noble and bourgeois families, women, through the reading of religious, philosophical, and courtly love literary works, had greater access to culture than in previous times, a fact that served as the basis for new restlessness to emerge in feminine thought. As a result, from that time on, some women begin to question their social condition.

On the other hand, the second half of the 18th century in Europe was characterized by new thought based on reason and on the progress of science and technology. Thus, within the dominant enlightened bourgeoisie, a series of inviolable natural rights began to be defended, such as freedom from the abuse of power by absolutism and the rigidity of the estates of the

Old Regime. Moreover, criticism of the economic, political, and social system was strengthened. This event culminated in one of the most important movements in the history of mankind, the French Revolution from 1789, which declared equal human rights.

Even though women played a significant role the French Revolution, being so actively involved did not give them all the social-historical relevance of having initiated and collaborated in an event of such universal significance, which could have opened the doors to equality between men and women and thus access to political and economic power.

Although the Enlightenment and the French Revolution did not bring with them the same rights for women, some enlightened individuals such as Olympia de Gouges and Mary Wollstonecraft, in isolation and with more forcefulness, fought to establish gender equality with respect to men.

Further ahead in time, in the autonomous community of Euskadi, The Vasque Women's Institute carried out research to study the participation of women and men in different social environments. To do so they took a sample of 18 people, both men and women of different ages. They set different scenarios to see how much time men and women devoted to activities such as studying, working, and doing household chores. The study showed that women spent one more hour social in activities than men did. The conclusion showed that in the social environment women are always more linked to household chores, while men are in charge of other tasks.

Women's status has been a topic of serious discussion for many years in the past. It encompasses several burning issues of women's education, women's economic empowerment, and the role of women in the family, society, politics, and more. Around the world, various social norms, in one form or another, deny women their right to education,

health services, economic opportunities, and political participation. It is essential to mention that for more than a hundred years, women around the world have been engaged in a series of struggles to be able to opt for an equal role in society. This with the objective of eliminating the multiple forms of inequality and discrimination that were reproduced due to the ideologies held in the past within the framework of patriarchal society that in a certain way contributed to reproduce them.

A study by Christele Harrouk about how the evolution of women's role in society changed the environment explained some issues about how women were seen and the role they played in the past, which determined that women were destined to do household chores, thus discriminating against them in society. In addition, it explains how the reforms helped women integrate into society.

In Costa Rica, the Feminist League was officially founded on October 12th, 1923. In addition, a very crucial event arose in Costa Rican history, the suffragist struggle, initiated years before by a group of women headed by Angela Acuña, who was the first female lawyer and university graduate in the country. Costa Rican women kept up their struggle to gain social recognition of their rights. Also, they were finally granted citizenship rights in the 1949 Constitution, along with their right to vote and be elected. Local leaders then invited professional help and that in turn led to academic discussion and research which was followed by a move into politics or legislation, which then finally encouraged a broad debate throughout the entire society, including the media. Thus, in today's society, topics of concern to women have one after another literally burst into public consciousness.

1.5.Scope

- To create awareness about the role given to women in today's society.

- To provide reliable information on discrimination and inequality towards women.
- To consider men and women to be equal and treated in the same way.
- To raise awareness of equal rights for men and women.
- To determine equal opportunities for men and women.

Chapter II

Theoretical Framework

This chapter aims to provide a brief critical overview about the conceptualization of the most significant definitions and terms in the research, as well as to indicate the theories that will be applied in the literary work. Likewise, it describes and explains the most important themes about the role of women in society and how it relates to Anne of Avonlea's book.

2.1. Literary Theories and Approaches

Literature is a written or spoken text. Basically, it employs language, originality, and creativity to evoke a personal response in the reader. On the other side, it has different genres intended for the book to be read as fantasy, science fiction, and short story. Moreover, if spoken, it can be found as poetry, comedy, and drama; therefore, it is a form of human expression, transmitted through words and by using imagination along with reason. On the other hand, a theory is a credible general principle or sets of ideas intended to explain facts or events based on hypothesis supported by strong evidence. Theories are vital because they conduct and give meaning to different kind of research. When researchers investigate and collect information through observation, they need a clear idea of what information is important for them to collect. Thus, theories are validated by research and are a sound basis for

practical action.

Literary theory refers to the body of ideas and methods used in the practical reading of literature. It makes reference to an explanation of the underlying principles by which we attempt to comprehend literature. Furthermore, literary theory reveals what literature can mean through theories. It is important to highlight that all literary interpretation draws on a basis in theory, which can be useful as a justification for very distinct kinds of critical activity.

Likewise, through literature the relationship between author and work is worked out. On the other hand, it offers different kinds of approaches to understand the relevance of linguistics and unconscious elements of the text. Over the last few years, it has sought to explain how literary texts help to create the culture, as well as to investigate the significance of formal elements of the literary structure. Therefore, theorists are able to trace the history and evolution of different genres such as narrative, fiction, folklore, drama, and lyric, as well as novel and short story.

New Historicism is known as a method of literary criticism that emphasizes the history of the text by relating it to themes like power, society, or ideologies arising as a result of beliefs of a given time. According to Stephen Greenblatt's literary criticism, New Historicism acknowledges not only that a work of literature is influenced by its author's circumstances and times, but that the critic's response to that work is also influenced by his/her environment, beliefs, prejudices, and ideologies. Moreover, the New Historicism emphasizes a literary theory based on the idea that literature should be studied and interpreted within the context of both, the history of the author and the history of the critic. In other words, New Historicism explains literature in a wider historical context, examining how the time of the writer affected the work and how the work contemplates the writer's times, and in turn recognizing that current cultural

contexts illustrate that critic's conclusions.

New Historicism acknowledges that literature is influenced by its own culture and the environment in which it develops. According to Cliff's notes (2021), "Current literary criticism is affected by and reveals the beliefs of our times in the same way that literature is reflected by its own historical context." Specifically, it acknowledges and reflects the idea that, as times change, so will our understanding of great literature. Furthermore, the New Historicism is reflected in many ways in Lucy Montgomery's book, as for example ideologies, beliefs, and the culture of a certain time. The book reflects the influence of ideologies of a given time. Women were treated unfairly and not considered qualified to do any other work than household chores. This can be seen when the town people rejected the idea of young women like Anne and her friends being in charge of creating a society. Because of this, they were mocked and humiliated by the whole town of Avonlea. Furthermore, it is also seen when some of Anne's students did not respect her as a teacher for being a young woman.

A literary critical analysis expounds on a work of poetry, fiction, drama, and science-fiction by means of interpretation. It is the comparison, analysis, and interpretation of a literary work. The aim of a literary critical analysis is to carefully evaluate and study a piece of a literary work or certain aspects of it. Therefore, to develop a literary critical analysis the readers have to broaden and deepen their understanding of the literary work through the use of different elements. Then, the reader has to examine these elements, which helps to better appreciate and comprehend the work of literature as a whole. Consequently, the literary-critical analysis of Anne of Avonlea's book will be developed based on eight different components: setting, characters, conflict, theme, plot, point of view, tone, and style.

The first of the component is the story setting. According to Gunner (n.d.), the setting is the time and place an author chooses for a literary work." To identify a setting, it is crucial to

distinct the different elements to contribute to its creation. Among them are the geographic location, the physical location, the physical environment, time period, and social and cultural environment. For example, the geographic location might be set in a real-life or imaginary world. Whereas the physical location includes a character's immediate surroundings like a room, a house, or a country. On the other hand, the physical environment covers the natural world and the weather conditions like the climate and other forces of nature. Meanwhile, time-period refers to when the story takes place; it includes a historical period, a season, a year, a decade; basically, a specific time. Finally, the social and cultural environment indicates the ideologies, traditions, and beliefs that are adopted at a specific time.

The second component are the characters, they are people or sometimes animals who are featured in a story. There are different kind of characters such as the protagonist, the antagonist, and the secondary characters, which can be round or flat characters Gunner (n.d.), "The protagonist is the hero of the story and central character." The protagonist appears from the beginning to the end of the story, as this one revolves around the life of this character. The opposite of the protagonist is the antagonist. "A character who stands in the way of the protagonist's movements in the story" (Literary elements sheets, n.d.). Usually, it is the villain of the story.

The third component is the conflict "It is the challenge to overcome, the conflict compels the plot forward and is usually resolved during the plot's climax throughout the story" Gunner (n.d.), There are different types of conflict: protagonist vs antagonist, protagonist vs nature, protagonist vs self, and protagonist vs society. Firstly, the protagonist vs antagonist conflict is commonly rendered when these characters often have completely different disagreements and goals. Secondly, the protagonist vs nature conflict alludes to the defiance that nature faces. Stories that feature a character vs. nature conflict will usually focus on a character's

survival. Due to the absence of an antagonist, the protagonist will discover the conflict against Mother Earth.

Thirdly, the protagonist vs self-conflict. In this type, the reader identifies that character is in the middle of some intense inner strife. Anderson (2021), once said that “The story must be a conflict, and specifically, a conflict between the forces of good and evil within a single person.” Internal strife will stem from a dispute that occurs within a character's life. It might be the cause of any combination of the character's expectations, desires, duties, and fears. To achieve their aims, they must make a choice that threatens to change the very fabric of who they are. The last conflict is the protagonist vs society, which is particularly prevalent in literature. This kind of external struggle pits the individual against society. For instance, the collective might take the form of something like a community, an oppressive government, adults (as seen from a teenager's perspective), or systemic corruption. In this type of conflict, society will demand to the protagonist to change, and the character will refuse this change and, sometimes, the character will try to bend society to fit their perception.

The next component is the theme. A book's theme is the central idea of a story and links components within it. In a book, it may exist one or many themes; they can be extensive, or they can center on a specific notion. It is discovered through the reader's reflective reading of a story. To identify the theme, we must respond to three questions “What is the story about? This is the plot of the story. What is the meaning behind the story? This is normally an abstract result of their actions. What is the lesson? This is a statement about the human condition” Patterson (2018). On the flip side, there are several themes that are frequent in literature such as love, friendship, family, death, grace, and so on. All topics are approached from a different perspective in order to make sense of the story.

The plot is the following component. To pin down the plot, it is essential to identify the

elements that compose it. “The plot includes the exposition, rising action, climax, falling action and resolution” (Magher, n.d.). The exposition introduces the setting, the characters, and the primary dramatic conflict. The rising action begins at the end of the exposition. It involves the events that create the tension, leading to the climax. It usually forms most of the plot and conduces an unfortunate incident that kick-starts a series of a chain of events, which provides the dramatic and crucial point for the story. After the presentation of the problem or main conflict of the story, the action increases as the drama unfolds, which leads to a series of course events. These events give way to the story’s dramatic and high point, known as the climax. This is when the tension is finally developed, and all the action is unleashed. The climax is usually the main scene, as a battle between the hero and villain. The falling action includes the fallout from the climax and what happened after the great scene, such as what the hero does after winning the fight. And finally, the resolution is the way the story ends.

Another component is the point of view. All of stories are written from a point of view, and it determines who is telling the story or who is narrating it. To identify the point of view, ask some simple questions as, who is doing the talking? If the story is narrated from a character’s point of view, the point of view of the story is first person. It is revealed by the “I” sentence construction and the use of first-person pronouns. First person narrators are characters inside the story, and they describe the events, the characters’ life, and explain the characters’ minds. They are restricted to reveal just what they would realistically know about the story. *The Hunger Games* (2010) by Suzanne Collins, *The Fault in Our Star* (2012) by John Green, *To Kill a Mockingbird* (1960) by Harper Lee, *The Great Gatsby* (1925) by F. Scott Fitzgerald, and *Moby Dick* (1851) by Ishmael of Herman Melville are some of the most well-known first-person narrators in literature and great examples of this point of view.

If the narrator speaks directly to the reader using the pronoun “you,” the story employs

second person point of view. “In this point of view, the narrator relates the experiences using second person pronouns like you and your. Thus, you become the protagonist, and you carry the plot, and your fate determines the story” (Bunting, n.d.). Second person is used to draw the reader into the story with the aim of making them feel like they are part of the action, since the narrator addresses them directly. Some books’ examples of second person point of view are *The fifth season* by N.K. Jemisin, *How To Get Filthy Rich in Rising Asia* by Moshin Hamid, *If on a Winter’s Night a Traveler* by Italo Calvino, *The Night Circus* by Erin Morgenstern, and *The Sweetheart* by Angelina Mirabella.

In the third person point of view the story is narrated using third person pronouns that is, "he/she/it" “In third person narration, the narrator is outside of the story and relating the experiences of a character” (Bunting, n.d.). This specific point of view is more common in literature, and it is divided into two third-person omniscient, and third person limited. The third person omniscient narrator knows everything about the characters’ life and what is happening in the story, and they are able to enter in anyone’s mind, move freely through time, and express to the reader their own opinion and observation. In other words, the omniscient narrator has complete access to all the thoughts and experiences of all the characters in the story. Moreover, this kind of narration was very predominant in their times, applied by most of the classic authors. Some examples of them are: *The Old Man and the Sea* by Ernest Hemingway, *Gossip Girl* by Cecily Von Ziegesar, *Little Women* by Louisa May Alcott, *A Wizard of Earthsea* by Ursula Le Guin, and *Pride And Prejudice* by Jane Austen.

The third person limited point of view is when the narrator only knows the thoughts and feelings of one specific character. Here, the narrator manifests only their own thoughts, feelings, sensations, and knowledge about various situations. This type of narration gives you the capacity to be inside a character’s mind, which brings the readers a deeper perspective of the scene. All

characters are described using third person pronouns; however, one character is closely followed throughout the story, and it is usually the protagonist. In brief, the third person limited is much like when the video camera starts shooting a scene over a character's shoulder and the camera follows that person closely throughout the film. The audience follows that person's life and is privy to their thoughts and feelings, while still seeing everything and everyone around them in every scene.

The tone is the following component, it implies how a story's theme is treated. The story's attitude is conveyed through the tone. Two works may have the same theme, but each may adopt a different tone when dealing with that theme. A book's tone can be serious, ironic, intimate, comical, formal, informal. Its elements are used to transmit the feelings of a certain character or narrator. To determine the tone, the reader has to take into account the language, the punctuation, and even the sentence structure, so that the reader not only comprehend the words as they are presented in a story, but also their meanings, as intended by the author, character, or narrator. A defined tone allows readers to connect with the author.

Finally, the last component is the style. It is the way in which the author writes. According to Drew (2019), the "Writing style is one of the most important elements of a story, but very personal to each author." To establish a book's style, the reader has to identify the word choice, tone, grammar, descriptive technique, and language. There are different types of styles; for instance, narration, usually seen in longer writing samples. The goal of this writing style is to share information in the context of a story and to evoke feelings by the description of the story. The narrative style should involve characters, conflicts, and settings.

Another type is the persuasive style. The purpose of the persuasive style is to convince the reader of the validity of a certain position or argument. In this type of writing, it is crucial to provide evidence and justification to convince the readers. The next is the expository style. It is

used to explicate a concept to a broader audience. Expository writing comes up with evidence, statistics, or results and centers on the facts of a specific topic and it is not meant to give opinions. The last is the descriptive style, which is used to explain the events through imagery to build a clear picture in the mind of the reader. Descriptive writing applies literary techniques such as similes, metaphors, allegory, and so forth to engage the audience. These types of writing style can employ the use of short sentences to tell the story, so it is easier for the reader to understand. The highly descriptive style is in charge of carefully explaining places, events, or things that are in the story, so that the reader can understand every aspect of the story. Lastly, there is the Fast-Paced style which advances the plot in a fast way without being rounded in the same event.

Moreover, an easy way to identify the style is through language, as the reader should pay attention to the type of language used in the story. It can be formal, informal, or modern. Another way is considering the diction, that is the style of the author's word choice, or the way words are arranged in a sentence. In addition, the reader can discover the story mood, the feeling, or attitude of it. Another tip is to determine the person telling the story and the point-of-view it is told in, as well as creative devices like symbolism, allegory, metaphor, and rhyme.

Women's role in society has been a relevant topic for many years. Through history, and still in the modern-day, the question of women's roles and their ability to participate in many common functions within society, is often raised. Formerly, they were allowed to engage only in certain activities in society. In general, women faced many challenges to be accepted. Their roles were too different from those we know today. For instance, the role women played in family, as they were being in charge of the household chores. Therefore, their role was to be wives who depended on their husbands, and their null legal role, lacking even the right to vote. Over time, all of this changed, as they achieved acceptance on social, economic, and political areas.

Indeed, a woman had no right to work anywhere until they were finally married as society demanded. Once they were married, she was expected to stop working for a time and take up her role as a wife and mother. In this period, a housewife necessitated a wide range of multifaceted abilities, since almost all items were homemade. In the past, women were normally trapped in their homes. Society believed nature had given them roles as home keepers, ethical keepers for the home, and that they should respect those roles.

Motherhood and wifhood were seen as their natural occupations. Consequently, women's duties, at that time, were limited to the domestic sphere. For example, to raise children, to be submitted to their husbands, and take care of them and their children throughout their entire lives; in other words, to take care of household affairs and prepare their young daughters to find husbands so that, like their mothers, they could become worthy wives. Moreover, women were not allowed to venture into any other activities. Mainly, husbands were the sole breadwinners of their families; in addition, they were the only source of finance, hence the only chance for women to be economically protected and considered was for them to marry men who were financially secure.

This made them more dependent on men, and if their husband died, they would be left with no source of income apart from their husbands' savings, so they had no choice but to be housewives and limit themselves to the role that society had assigned them. Socially, women were considered weaker and unequal to their men counterparts, so they did not have any rights. Some people would compare such a condition to slavery, since women had no control of their lives. Everything was entirely controlled by men in society as patriarchy was predominant.

Later on, women began to perform duties outside their homes like cooking, nursing, and educating children, for a fee. They also became teachers, nurses, and secretaries, which

were the only jobs socially acceptable for women. Men supported oppression of women and even many women accepted that this was going to be their legacy for the rest of their lives. Meanwhile, other social problems and injustices against women were unleashed. In addition to being subjected to their homes, women also had other duties to perform to survive and be taken into consideration. However, marriage was considered very essential and significant for the sake of social stability. Their role as wives and their duty to marry began in the Stone Age, as a way of organizing and controlling sexual conduct and providing a stable structure for child-rearing. The basic idea about marriage took many forms across different cultures and eras and initially significantly harmed women's lives in society.

Getting married was viewed as a religious duty whose aim was to be get children. It was based primarily as a means of preserving power within members of the ruling class; for example, marrying off their daughters to forge alliances, acquire land, and produce legitimate heirs. Women were expected to be very obedient and submissive in order to have a happy and stable marriage. Moreover, marriage was focused mainly on ensuring reproduction. Societies needed a system of rules to handle the granting of property rights and a system to protect bloodlines. To meet these needs, they created a kind of marriage where women were seen as a property. This was even the case of the father's house, after getting married, ownership shifted to the husband.

In Roman society, there were three ways in which a manus marriage could be legally contracted. The most archaic, *confarreatio* marriage required engaging in a series of complex religious rituals. The second, a more ordinary form, was *coemptio* marriage. Here, the groom symbolically handed money to the bride's father; for this reason, women were considered to be purchased as property. Finally, the other common form of marriage was *usus* marriage,

known as the marriage, accomplished by use. This consisted of the man and the woman simply starting to live together, and after continuously living together for a year, the woman came under the control of her husband. It has to be stated that *Manus* marriage was probably the kind of marriage most typical among ordinary and poorer Romans. This marriage received its name from the fact *manus* meaning “hand” in Latin. The woman was regarded as a piece of property that passed from the hand of her father to that of her husband, since, in this type of marriage, the woman had no rights, and any property she had was under the control of her husband. Practically, women were seen to be the legal equivalent of daughters to their husbands; besides, he had all the power of life and death, which a father held over a daughter.

A legal marriage consisted of merely a statement of intent. Just as today, there were many rituals that people commonly performed to mark marriage symbolically. Legal marriage gave the husband a right to access everything that a woman had, even her own body. For women back then, marriage was a lifelong mandatory commitment. Furthermore, in some places, it was almost forbidden for a woman to remain single; in fact, single women were scorned and pitied by society. If they did not get married, they were not considered in any way. “In fact, the first recorded evidence of marriage contracts dates to 4,000 years ago, in Mesopotamia” (Burden, 2018). This meant that the act of injustice towards women has existed for thousands of years. Women were not allowed to divorce. They were expected to live with their husbands even if it meant living in miserable and inappropriate marriages. Divorce was non-negotiable and in case of refusal to remain in the marriage, a penalty was imposed. This affected remarkably women's opportunities of having any kind of freedom. It subdued their voice; thus, giving them no hope of attaining social and personal recognition.

Shortly, more social problems for women continued to be added. Among them, they

were private of their legal rights. The society supporting the patriarchy forbade women the right to vote and from here on many events that marked the change of women's role in society, took place. Women were intensively discriminated against by men and by most of society, since they were, in many ways, politically constrained. Electoral franchises in municipal boroughs belonged only to males. In the United Kingdom, the Municipal Corporations Act limited the right to vote only to men. Because women's opinion was of no value, politically they had no rights.

Over time, women began to realize that they were being treated unfairly by society. Consequently, many women began denouncing inequality and flaws in society. In 1848, women in the United States rebelled against society and created The Seneca Falls Convention to fight for their social, civil, and religious rights. The Seneca Falls Convention called for American women to be extended the same civil and political rights men enjoyed, including suffrage. It was considered the birthplace of American feminism, since it was the first women's rights convention in the United States. The main pioneers of The Seneca Falls Convention were Elizabeth Cady Stanton, Mary M'Clintock, Lucretia Mott, Martha Coffin Wright, and Jane Hunt.

The Seneca Falls Convention gave women a boost and they began taking action, so that society started considering them. Women were tired of being oppressed by laws prohibiting them from the right to vote, hold office, or sit on juries, among others. Their main grievances were clearly stated in a document, which was created shortly after the Seneca Falls Convention and first printed in a small-town paper, called the Declaration of Sentiments. This declaration stated the 18 main grievances most women had regarding American tradition and law. Furthermore, it mirrored the spirit of a reform that was trying to

be accepted in society. The Declaration of Sentiments was the concept of natural rights that sought to expand the meaning of democracy. This document asserted that women possessed the same natural rights to life, and liberty as men had. The late nineteenth and early twentieth centuries tended to leave regulation of suffrage to legislation.

The historic impact of the Seneca Falls Convention and the Declaration of Sentiments resides in their revolutionary struggle against the laws that restricted 19th-century women, and in their dramatic recognition of natural rights for all women. Additionally, these documents helped approve 12 resolutions mainly in relation to equal rights for all women, including the ninth resolution of the Seneca Falls Convention, which demanded women's right to vote. This effectively marked the beginning of the women's suffrage movement in America. As a result of the Senecas Falls Convention and The Declaration of Sentiments, women began to speak out to society, and it was only the beginning of women's revolution movements, where social, economic, educational, and religious rights were claimed.

Following the Seneca Convention and the Declaration of Sentiments, women decided to put to the test the amendment and demanded the right to vote because they too were citizens, they too deserved the same rights, opportunities, and laws, as all citizens. Meanwhile, society accepted the well-organized female suffrage movement and, as a result, a federal constitutional amendment granted women full voting rights. The Congress passed the 19th Amendment, granting women the right to vote in 1920. This landmark victory of women changed women's lives forever and later ushered in new waves of feminism focused on a wide range of issues. These included reproductive rights, sexuality, education, religion, family, the workplace, immigration, and gender equality. Women's movements became so effective that women began to challenge the social, traditional, educational, economic, and

political tenets that had hindered them for such a long time. Consequently, women resorted to using radical tactics; for example, they went on hunger strikes, broke windows in public buildings, and disrupted public events. This was the main starting point for the turnabout of their roles in society.

Although, the inclusion process of women's rights in politics was quite complicated, owing to society generally held discriminatory and stereotypical views of women, this discrimination spurred women to take action. Women began to revolt, they began to claim their rights, and to let out the feeling bottled up inside for many years. By January 1918, 15 states in the United States had extended equal voting rights to women. The 19th amendment was formally supported by both the parties and then, by President Woodrow Wilson, who said that “The amendment passed with the minimum two-thirds support in the House of Representatives, but narrowly failed in the U.S. Senate.” This prompted the National Woman's Party, which led a campaign to overthrow the senators who had voted against it, to fight for the rights of all women.

In 1919, another attempt was made to pass the amendment and, this time it passed both houses with the required two-thirds majority. The fate of the amendment appeared to be in doubt, due to opposition in much of the South. However, on August 18th, 1920, Tennessee became the 36th state to ratify the amendment, thus securing its adoption by a one-vote margin. Finally, after many uprisings and demonstrations, the 19th Amendment was passed on August 26th, and the Secretary of State proclaimed the Nineteenth Amendment as part of the U.S. Constitution. “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.” (National Archives, 2020). This was one more step towards the acceptance and inclusion of women. This fact had

significant influence, since from this many movements were derived and made women accepted little by little in society

By that time women's achievements for social acceptance were evident, thanks to the efforts of many women who rebelled against society. As a result, today women enjoy social, economic, and political rights. Through history, women resisted the oppression of men, and became totally independent. They fought for equal education, political, social opportunities, and religious activism. Although, it was not that easy, women struggled against men, other women, and the entire society. A social achievement of women was in relation to education. The social perspective on women's learning suddenly changed. Schools began to admit girls and women to both colleges and universities.

By the end of 1880, women had made up approximately one-third of the total population of students in the United States (Wayne, 2007, p.85). This was a major breakthrough for all women. Besides, the public school system also expanded, leading to many more women being employed as school professors. Meanwhile, nursing also became a highly regarded job for women. In the U.S., the Civil War also contributed greatly to the evolution of women's roles in society. As a result, many women went to work at government offices to fill in the positions for men who went to fight.

Shortly after the civil war, women continued to work for the government, since they had proven they could work outside the home. They started to work at different places and proved that, in some jobs, they could be better than men, for example, typewriting. Society found out that women would make better typists than men. Thus, women were all over as typists and salesclerks. Women's employment opportunities expanded during the Industrial

Revolution period, as many women worked in the new industries. Moreover, women attained more legal rights with the establishment of more movements, laws to protect them, and action taken. For example, in England, the Married Women Property Act gave married women authority over their own lives and properties, which were theirs and not their husband's (Bakken et al., 2003, p.318). This was no doubt a great social achievement.

Today, women have been accepted in terms of legality and education. However, discrimination against women remains. Currently, women make less money than their male counterparts. Although, the wage gap is narrowing, women, in some countries of the world, working full and part-time earn 85 percent of what their male counterparts earn. "Women would need to work an extra 40 days a year to make as much as men" (Claire, 2021). That is, economically, in some parts of the world women are treated as they were in ancient times.

In the present day, women still shoulder more of the household burden. According to Forbes (2019), "54 percent of women take maternity leave, while just 42 percent of men take time away from their jobs. Additionally, women are taking 10 times as much temporary leave to be with their newborns than men do, often saddling them with additional financial burdens." This means that women have greater maternal and domestic responsibilities than men. On the other hand, only 10 countries offer women full legal protections. "Lack of laws around parental leave, equal pay, and equal pensions meant it didn't even crack the top 30 countries that offer women full legal equality with men" (World Bank study, 2021). In other words, although women are protected in some countries, there are still many places that do not provide them with the necessary rights.

In conclusion, women were formerly oppressed in terms of social and legal rights in all possible areas. Over time, they began to fight for equal rights between men and women. They

managed to be accepted in a certain way in society and today they have made many changes. However, they still have to continue working, so that the role of women is not limited and the whole society in general enjoys the same rights. The full inclusion of women in society will allow everyone to be treated equally and people to live in a world where all human beings are treated fairly as they deserve.

2.2. Themes, Symbols, Motifs

A theme is a central idea or message. Basically, a book's theme is the central idea or message the author is trying to convey. There can be major themes and minor themes. A major theme is the central idea of the novel, it is the overarching message expressed by the author in the book. On the other hand, minor themes are messages that generally accompany or support the major theme, but they are not relevant. According to Patterson (n.d.), "To identify the theme, the reader has to ask three essential questions. What is the story about? What is the meaning behind the story? What is the lesson?" Answering these questions, the reader can easily determine what the message is the author trying to convey, through it we discover the theme.

Moreover, symbols help to understand an idea through images, ideas, sounds, or words that represent something important. A symbol is an object that normally represents an emblem, token, or sign, which stands for something deeper and more important in the story. Symbols may appear once or twice in a literary work. To find a symbol, the reader has to distinguish the characteristics, significance and qualities of an object symbolized in the story (Dang, n.d.). These symbols usually convey something deeper about the story. They might be a material object representing something immaterial or vice versa.

Motifs are images, sounds, actions, or other figures that have a symbolic and essential meaning and help to explain the main idea of a literary work. Occasionally, a motif is a

repetitive element, meaning the idea or image occurs again and again in a literary work.

Moreover, motifs may appear repeatedly throughout a story. There are several ways to go about spotting a motif in literature. You can either work forward or backward. To work backward, first, you have to identify the theme, and then to think about what made you identify that as a theme. If there was an object or idea that kept reappearing in the text, that can be your motif. The second way is to work forward. You first seek the objects and ideas that appear over and over again, and then, you relate them to a theme. Both methods are helpful and have the same result, find motifs. In Lucy Montgomery's book themes, symbols, and motifs are taken into account, they are indispensable for a better understanding of the story.

2.3. Biography Lucy Maud Montgomery

Lucy Maud Montgomery is a Canadian writer born on November 30, 1874. She is universally known for the series of novels that narrate Anne Shirley's life. She grew up in Prince Edward Island, Canada. She was a diarist, author, teacher, and newspaper woman. Her novels and stories mainly focus on topics such as orphans, children abandoned by parents or separated from them, and children in the care of unloving relations, as well as absent mothers and childless women or spinsters. Moreover, Montgomery's novels return again and again to representations and narratives related to questions of motherhood and maternity. Much of Montgomery's writing from the first novel, *Anne of Green Gables*, to such late novels as *Magic for Marigold* and *Jane of Lantern Hill* regard motherhood as crucial work for women and focuses primarily on the education of girls.

In 1923, Lucy Montgomery was named an Officer of both the Order of the British Empire and the Literary and Artistic Institute of France. She became the first Canadian woman to be made a member of the British Royal Society of Arts. In addition, in 1924, she was named one of the "Twelve Greatest Women in Canada" by the Toronto Star, and in

1943, she was named a Person of National Historic Significance by the Canadian government. In 1924, she was named one of the “Twelve Greatest Women in Canada” by the Toronto Star. In 1935, she was named to both, the Order of the British Empire and the Literary and Artistic Institute of France. Lastly, in 2016, the Bank of Canada included Montgomery in a list of 12 candidates to become the first Canadian woman to be featured alone on Canadian currency. Montgomery wrote eight books about the life of his most famous character Anne Shirley, with *Anne of Avonlea* as the second book of the whole saga. Montgomery died in 1942. The cause of her death, as reported by her family, was suicide by overdose.

2.4.Plot

Anne Shirley was a very freckled, red-haired orphan. She was a child with great imagination and was always inventing scenarios. Anne was a very cheerful, humble, and, sometimes, a very naughty girl. She was adopted by two unmarried siblings, Marilla Cuthbert and Matthew Cuthbert. They owned a farm in a place called Green Gables and lived in a town known as Avonlea. They were both elderly and took care of little Anne. When Matthew died Marilla took care of Anne.

Anne had just turned seventeen and graduated from the Avonlea school. Now, she was a teacher in the same school. She was taking care of some little ones whom she decided to do her best to make them like her and accept her as a teacher. She earned the appreciation of all her students, but there was one in particular, who did not respect her or took her seriously because she was a woman. The boy's family taught him women were not capable of engaging in any job because they were considered incapable.

Her other friends and former schoolmates, Gilbert Blythe and Jane Andrews, were also working as teachers in other schools near Avonlea. They believed that if Anne

punished her students, they would respect her as a teacher. However, Anne refused to treat her students badly and believed that with patience and love she could make everyone to take her seriously, even though she was a woman. One day, Anne woke up in a bad mood due to a toothache. The boy who did not respect her began to misbehave and because of Anne's bad mood she punished him with blows. From that day on, the boy began to respect her.

On the other hand, Anne together with her friends, Diana, Jane, Priscilla, and the only boy, Gilbert, decided to create a society called Avonlea Village Improvement Society. People of the town met it with ridicule because they saw them as incapable of changing Avonlea because most of them were young women. In the end, the society won over public sympathy.

On the other hand, after the death of a friend of Marilla, Miss Lynde convinced Marilla to adopt twins. Anne and Marilla had great adventures with these two little ones. Among them was Davy who was the oldest. He was very naughty and was known for always getting into trouble. Davy was always annoying his sister and despite his character, Anne and Marilla, loved him.

Davy's sister, Dora was a very little girl, who was the opposite of her brother. She was quite a little woman with good values. She was always well-behaved, did her homework, and kept herself clean. In short, she was not a troublemaker. On the contrary, she helped with housework.

Anne befriended her student, Paul Irving; a boy misunderstood by his family for his great passion for imagining a background to the simple things in life. Anne taught Paul that imagination a gift that not all people possessed. She taught Paul a valuable lesson, as being different from the rest was something spectacular. Later, Anne met Miss Lavendar, a lonely, middle-aged woman, with whom she established a great bond of friendship because Mrs.

Lavendar shared her love of imagination.

At the end of the story, Marilla offered Anne the opportunity to go to college. Anne accepted and quitted her job as a teacher to prepare for college with her friend Gilbert. After the death of Miss Lynde's husband moved into Marilla's house and helped her to take care of the twins.

Chapter III

Methodological Framework

First, this chapter details the research approach used to analyze Lucy Montgomery's book. Next, the research design is determined and explained. The sources of information that serve as the basis for this work are described in order to present the analysis of the variables established in the research. This chapter also presents the instruments used and justifies why they were selected to collect the information. Finally, it explains how the data collected was analyzed.

3.1. Research Approach

A qualitative method is defined as a research method whose focal point is to obtain data through open-ended and conversational communication. The "Qualitative research is not only about "what" people think but also "why" they think so." (Question Pro, n.d.). This method is based on social science and disciplines such as psychology, sociology, and anthropology. Thus, qualitative research methods allow for in-depth and further probing of interviewees based on their responses, where the interviewer/researcher intends to understand their motivation.

Today, it is more complicated and difficult to understand what people think, believe, perceive, and suppose. Hence, qualitative research methods were created to make

it easier to understand people, because the results are mostly descriptive and communicative, so the inferences can be obtained quite easily from the data drawn. Therefore, the aim of qualitative research methods is to design research in a way that it helps to understand the behavior and perception of a target audience regarding a particular topic. Qualitative research methods can be in-depth interview, focus groups, ethnographic research, content analysis, and study research. In this research, the quantitative method was used since it facilitates the literary analysis of Anne of Avonlea and the issues it deals with. This includes the role women played in the 1800s society, as well as the ideologies and culture that people had about society in general. This method allows to understand the problem by describing it and also allows for better data collection and analysis.

In addition to the qualitative methods, other research methods are frequently used, including the quantitative and mixed method. The quantitative methods are based on the application of statistical and mathematical measurements, or numerical analysis of data collected through polls, questionnaires, and surveys. Quantitative research focuses on gathering numerical data and generalizing them across groups of people or to describe a particular phenomenon under study. This represents a set of sequential processes. That is, each stage precedes the next and we cannot omit or avoid steps. Moreover, one of its main features are that data are often represented using structured research instruments in the form of numbers and statistics, habitually arranged in tables, charts, figures, or other non-textual forms. Besides, the results are normally based on larger sample sizes that are representative of the population. This method is characterized by reflecting the need to measure and estimate magnitudes of the phenomena or research problems. Likewise, the researcher poses the study problem delimited and concretely relating to the phenomenon.

The mixed method approach combines and uses quantitative and qualitative data in the same study. According to Gunnell (2016), the "Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry." As a methodology, it involves philosophical expectations that lead the analysis of the data. It allows combining the qualitative and quantitative approaches in many phases in the research process. "As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies" (Gunnell, 2016). Its main goal is to combine both, the quantitative and qualitative methods, in order to provide a better understanding of the research problems than can be achieved by either approach alone.

3.2. Research Design

The descriptive method is a research method that describes the features of the phenomenon at hand. This methodology mainly describes the nature of a demographic segment. Its purpose is to explain the subject of the research, without explaining the reasons a particular phenomenon occurs. This means that the research method focuses more on the object of the research subject than on its reason. As a researcher, you can only observe and gather valid and reliable responses and examine them. This research method, like market research, is, therefore, best used to understand concepts. Some distinctive features of descriptive research are that it allows us to collect and describe the demographic segment's nature. Moreover, the descriptive research method tries to collect quantifiable information to conduct statistical analysis of samples. On the one side, none of the variables are influenced in any way, and, on the other hand, the constitution of the variables or their behavior is not in the hands of the researcher.

The descriptive research is carried out using different types of methods, among them observations, surveys, and case studies. The descriptive method uses observational methods to conduct a description of the research and explain it. Observations can be developed in two ways:

quantitative and qualitative. On one hand, quantitative observations aim to analyze the variables in terms of quantity and numerical value such as weight, scale, age, etc. It is also referred to as standardized observation due to quantitative observation measures research variables implementing specific parameters generating more accurate results. Surveys, questionnaires, and polls are some examples of quantitative observations methods. On the grounds of its independence of numerical data, the quantitative observation is commonly used for scientific research. This kind of observation is characterized because it is definite and implies fixed findings. This means that for a quantitative observation to be effective, the data sample must be large enough, research sample size, and reduced research biases. On the other hand, the qualitative observation is a research method that makes use of subjective parameters for data gathering. As it is subjective in nature, it emphasizes the characteristics and qualities of the variables rather than the numerical value. It is called subjective because this approach solely depends on the observation of the researcher, so the results of observation can vary from person to person and the answer depends on the discretion of the participants. This observation method gives the responders freedom to reply based on their preference, so that researchers must prepare for all kinds of aspects that can influence it.

Some distinct aspects of qualitative observations are that it encompasses direct observation, case studies, researcher as participant, and interviews. It evaluates the features of a phenomenon by the use of five senses: sight, smell, taste, touch, and hearing. It is employed in multiple ways; for instance, defining respondent's characteristics, measuring data trends, making comparisons, validating existing conditions, and so on. Moreover, it enables the researcher to observe, monitor, interact, and gain an explicit picture of people under study owing to researchers further inspecting the data gathered from descriptive research. It applies processes like inductive reasoning as the researcher is immersed in the research alongside the participants

and incorporates new questions as the study progresses. There also is the possibility that new hypotheses and theories will emerge.

In descriptive survey design, the research investigates more than one variable. Nevertheless, to conduct this kind of research, the researcher cannot manipulate the variables present, unlike an experimental research. Survey as a descriptive research method is used to gather information from study participants. Its purpose is to collect a great deal of information about certain topic. Some advantages of implementing surveys are that they enable researchers to collect a large amount of data in a short period of time. Besides, they can be created quickly and administered easily, since they are less expensive than many other data collection techniques. Surveys are used to collect information on a broad range of things, including personal facts, attitudes, past behaviors, and opinions.

There are different types of survey designs. First, the descriptive-normative survey, where the resulting data is compared with the norm. Next, the correlative survey, which is adopted to determine whether the relationship between two variables is positive, negative, or neutral. Finally, the surveys with descriptive status, which intent to gain an understanding of a real-life situation. Descriptive surveys are used to make predictions, to describe specifics groups, and to uncover people's perception about a certain topic.

Case of studies as a descriptive method are used to explain, describe, or explore events or phenomena about everyday situations. According to Zainal (2007), "Case study method enables a researcher to closely examine the data within a specific context." They are particularly useful when there is a necessity to obtain an in-depth acknowledgment of a particular issue, event, or phenomenon of interest, in its natural real-life context. There are a number of advantages in using case studies. First, the examination of the data is most often developed within the context of its use. Second, variations in terms of intrinsic, instrumental, and collective approaches to

case studies permit for both, quantitative and qualitative, to scan the data.

On the flip side, there are also a number of case studies which look for evidence from both numerical and categorical responses of individual subjects. Third, the detailed qualitative accounts usually produced in case studies not only help to examine the data in real-life environment, but also help to define the difficulties of real-life situations, which may not be captured through experimental or survey research.

3.3. Information Sources

There are different kind of information sources, and they can be classified in different types: primary, secondary, and tertiary sources. Primary sources contribute with the most direct evidence of a topic being developed in a research project and should usually be given high significance for inclusion in the research process. Secondary sources develop an analysis and argument by researchers who have explored primary sources and search to explore their meaning. Finally, tertiary sources show overviews and synopses of issues raised by secondary sources or help a researcher to identify primary and secondary sources. Each one addresses a role, which is to help the researcher to develop a project. The differences between primary, secondary, and tertiary sources are ambiguous. Time is a defining element to determine the way we classify sources. An individual document may be a primary source in one context and a secondary source in another. Encyclopedias are regularly considered tertiary sources, but a study of how encyclopedias have changed on the internet would use them as primary sources.

Primary sources are original material. They refer to information that is shown for the first time. According to the University of Minnesota Crookston (n.d.), some examples of primary sources are “Theses, dissertations, scholarly journal articles (research based), some government reports, symposia and conference proceedings, original artwork, poems, photographs, speeches, letters, memos, personal narratives, diaries, interviews,

autobiographies, and correspondence.” All of them are considered as primary sources. These kinds of sources provide evidence as they are first described without commentaries or interpretation. They show original thinking, new discoveries, and present fresh information. These types of sources permit researchers to get as close as possible to original ideas, events, and empirical studies as possible. Moreover, primary sources were created in the time period under study. In addition, primary sources are featured by the information they impart and their relationship to the research question, since they have not been extracted through interpretation or evaluation. Rather, the interpretation and evaluation of primary sources caters as the basis for other research, recurrently presented through secondary and, in a more general sense, tertiary sources. Primary sources habitually are created at the beginning of the information cycle.

Secondary sources propose an analysis or restatement of primary sources. They commonly attempt to describe and explain primary sources. Secondary source’s purpose is to summarize, interpret, reorganize, or likewise provide an added value to a primary source. According to the University of Minnesota Crookston (n.d.), “Some secondary sources are textbooks, edited works, books, and articles that interpret, or review research works, histories, biographies, literary criticism and interpretation, reviews of law and legislation, political analyses and commentaries.” That is to say, secondary sources are not evidence, but rather a discussion of evidence, comments, notes, and reports. Commonly, they are accounts reported after the fact giving the benefit of hindsight. In other words, secondary sources are not evidence, but rather a commentary on and discussion of evidence. The main features of secondary sources are interpretations of the information, written after the event, offer a review critique. Even sources presenting facts or interpretations about situations are secondary unless

they are based on direct participation or observation. To reach results, secondary sources usually rely on other secondary sources and methods. Since primary sources are often direct reporting, secondary sources are the fundamental sources of analysis about the primary sources. In fact, secondary sources written by experts may be far more informative and convenient to you than a primary source when trying to interpret research data or understand a complex topic.

Tertiary sources aim to list, summarize, and restate ideas or other information. In other words, they try to index, abstract, organize, compile, or digest other sources. Tertiary sources are characterized because they tend to come last in the publication cycle. In addition, they tend to be factual. According to the University of Minnesota Crookston (n.d.), “Dictionaries, encyclopedias, almanacs, fact books, Wikipedia, bibliographies, directories, guidebooks, manuals, handbooks, and textbooks, indexing and abstracting sources are examples of tertiary sources.” To put in another way, they are derived from information and compilation of primary and secondary sources. Moreover, tertiary resources give critical overviews of topics by providing a more concise version of information gathered from other (usually secondary) resources. The primary and secondary sources referenced by a tertiary source are not always fully credited. In addition, tertiary resources often provide data in a more convenient form and can provide context useful in explaining information in primary and secondary sources.

In this research, books will be used as sources, including Mary Wollstonecraft's *A Vindication of the Rights of Woman*; Judith Butler's *Gender Trouble*, and Elaine Weiss' *The Woman's Hour: The Great Fight to Win the Vote (a look at the history of women's suffrage movement)*.

3.4 Analysis Categories

- New Historicism is a method of literary criticism aiming to understand intellectual history through literature and literature through cultural context.
- Role refers to the function performed or, the part played an individual or a thing in a given situation.

3.5 Data collection Instruments

The selected instrument is a comparative table, which is divided into three sections. In the first column, the category to which the book fragment belongs to is determined. The second column is composed by book's segments previously selected, where the new historicism is reflected within the book and the parts where the approach is reflected are highlighted. In the third column, a brief explanation of the relationship between the category and the fragment of the book is used to generate a better understanding of why it was selected in each category. Moreover, the comparative table is considered suitable for this research due to its versatility for the analysis of the book. Through its use, it facilitates the researcher to consider multiple attributes, considering its content by comparing different elements. In addition, the elements to be compared can be unlimited, which provides a variety of elements to be considered for later comparison. Further, it provides us with both quantitative and qualitative data enable to organize. This instrument allows for a concrete summary of the book through an exhaustive analysis of its parts, allowing an easy interpretation of the information to quickly reach a conclusion.

3.6 Collection data process and data analysis

In order to carry out the data collection, a general reading of the book will be carried out first, followed by a specific reading where a deep analysis will be done to identify the parts of the book where the new historicism or its characteristics are reflected. Then, segments of the

book to be analyzed will be highlighted. Next, a comparative table will be created in order to compare and analyze different elements of the book. This comparative table will be divided into three parts consisting of the category, quotation from the book, and explanation. The category column will be organized taking into account the different characteristics of the new historicism. The category to be selected will depend on the segment of the book that is subjected to the analysis (second column, quotation) if such fragment reflects "ideology" (characteristic of the new historicism), its category will be "ideology" and so on.

Consequently, the researcher will proceed to quote the part of the book that manifests a characteristic of the research approach "New Historicism." Showing exactly the paragraphs or fragments where it is reflected. Afterwards, in the last column of the comparative table, the interpretation and analysis of the category will take place, determining how it is related to the quotation used in the second column. This interpretation will be carried out by means of a concrete explanation that provides support and evidences the relationship between the selected elements.

Chapter IV

Data Analysis

This chapter discusses the relationship between the book and the selected approach. To analyze the book, a triangulation among the literary work, the opinion of experts, and the researcher's analysis were used, which was supported by sound literary theories that were extracted from reliable sources. With the aid of comparative tables, a deep analysis was done to gather the data and to accomplish the research objectives. Furthermore, it contemplates essential terms' definitions for the investigation.

4.1 Approaches to the investigation

An approach is a procedure that consists of different steps of broad assumptions to explicit and to detail methods of data collection, analysis, and interpretation. It is focused on the nature of the research problem being addressed. An approach emphasizes the overall strategy that the researcher picks up to solve the problem which requires integration of different components of the study in a coherent and analytical way; thereby, ensuring to solve the problem in an efficient way. Often, the approach is essentially divided into two categories: the approach of data collection and the approach of data analysis or reasoning.

An approach in research refers to the systematic, disciplined, and controlled process that is directly related to the research methods which are two. First, the inductive method is generally associated with qualitative research, which consists of going from particular cases to generalization. Second, the deductive method is usually associated with quantitative research whose characteristic is to go from general to particular. Its purpose is to explain the different approaches that are used in scientific research and that represent the key guide to determine congruent, clear, objective, and meaningful results.

Anne of Avonlea's book addresses issues facing society in former times. New historicism is reflected through ideology, prejudices, and culture, which arose as a result of the beliefs of a particular era. New historicism is primarily revealed through the ideologies that the people of Avonlea had regarding social themes such as women's role in society. Adults were instilling in their child's discriminatory ideas towards women and teaching them that the only valid opinion was that of men. Children were taught the idea that women were only destined to perform domestic tasks such as taking care of their children, younger siblings, and doing housework.

Another way historicism is reflected is through beliefs on fashion. Women had to look feminine. They were characterized by using only dresses and skirts. Montgomery (1909), in

chapter XVII, explains, through the character of Diana, how the people of that time considered that a feminine woman should look like

Diana appeared soon after breakfast, with a basket of flowers over one arm and HER muslin dress over the other... for it would not do to don it until all the dinner preparations were completed. Meanwhile she wore her afternoon pink print and a lawn apron fearfully and wonderfully ruffled and frilled; and very neat and pretty and rosy she was. ¹⁵⁹

In the book *Anne's of Avonlea*, Diana's character represented femininity and finesse. She always took care of every detail, from the way she dressed to the way she spoke, in order to make a good impression on the people of Avonlea. Most of the women considered the way they looked was very important; therefore, they always wore a lot of makeup and extravagant hairstyles. Moreover, the wealthiest women always wore heels and hats to be better considered in society. While men always wore suits, vests, and their very distinctive pants. In *Anne's of Avonlea's* book, Montgomery (1919), describes the way women were seen in this time:

The newcomer was gorgeously arrayed in a pale blue summer silk, puffed, frilled, and shirred wherever puff, frill, or shirring could possibly be placed. Her head was surmounted by a huge white chiffon hat, bedecked with three long but rather stringy ostrich feathers. A veil of pink chiffon, lavishly sprinkled with huge black dots, hung like a flounce from the hat brim to her shoulders and floated off in two airy streamers behind her. She wore all the jewelry that could be crowded on one small woman, and very strong odor of perfume attended her. ⁴⁸

Basically, clothing played a big role at that time. Social classes were defined according to their possessions in terms of their clothing and their homes. Men and women were dressed according to their gender. The more feminine the women looked and the more masculine the

men looked, the better they were viewed in society.

Beliefs about fashion are reflected through Diana and Anne's characters. Anne and Diana considered fashion as a means of fitting into society. "Mr. Morgan's heroines are nearly always dressed in white muslin, and Diana and I have always resolved that that was what we would wear if we ever met her. It will be such a delicate compliment, don't you think?" (Chapter XVI – p. 155). For Anne and Diana fashionable dress overlapped with morality.

On the other hand, the approach is reflected through the ideology that people had towards women. Society demanded that women did not have the capacity to participate in politics. The only ones who postulated for office were the men and they were in charge of all the political aspects of the town. In chapter XIV, Montgomery (1909), describes this ideology through Mrs. Lynde and Anne's characters:

We want to have the fair over before the election comes off," continued Mrs. Lynde, "for the candidates will be sure to come and spend lots of money. The Tories are bribing right and left, so they might as well be given a chance to spend their money honestly for once." Anne was red-hot Conservative, out of loyalty to Matthew's memory, but she said nothing. She knew better than to get Mrs. Lynde started on politics. ¹³⁰

In the village of Avonlea, women did not get involved in politics, they did not postulate in the town elections.

Furthermore, New Historicism is employed through society's beliefs. Women were considered incapable to develop a profession. When Anne became a teacher, her students disrespected her as they did not consider her a higher authority because she was a woman. Her students argued that she was not fitted to be a teacher, since only men could hold that position. Anthony Pye, Anne's student, refused to obey Anne's orders in the classroom, this behavior

being the effect of what he was taught at home. Anthony had grown up in an environment where there was a lot of prejudice towards women, he had the idea that female teachers were not as good as male teachers.

Ideals are another way in which New Historicism is reflected. When Anne, Diana, Gilbert, and Fred created The Improvement Society in Avonlea, they were rejected by society because they felt that by including women in society, the projects of The Improvement Society would not be carried out. The members of this society were mocked by the people of Avonlea. "There was disapproval, of course, and... which the Improvers felt much more keenly... a good deal of ridicule. Mr. Elisha Wright was reported to have said that more appropriate name for organization would be Courting Club" (Chapter VI – p. 54). These comments were very frequent due to the belief that women could not show initiative on projects because they had to take care of the housework only.

One ideal imposed on women when they were young was marriage. This ideal is reflected in the book, when Anne gathered her students together and asked them about the things they wanted most; some of the most common answers were dolls, ponies, and roller skates. However, others were more original. Hester Boulter wanted to wear her Sunday dress every day and eat in the living room. Marjorie White, who was ten years old, wanted to be a widow. When Anne asked, she exclaimed, "When one does not marry people call her an old maid, and if she marries, the husband gives her orders; but being a widow there would be no danger of either the one or the other" (Chapter XI – p. 101). Girls grew up with the idea that they should marry, take care of their husbands, and obey their orders. Moreover, the approach is also reflected by the men's prejudices of women. This is mainly expressed when Mr. J. A. Harrison moved to the village of Avonlea, he got the reputation of being a cantankerous old man. He had publicly stated that he was taking care of his home himself. Mr. Harrison declared "He wanted no fools of

women around his diggings” (Chapter I – p.13). Most of men had these prejudices about women.

4.2 Theories vs literary work

The following comparison table presents an analysis of the selected fragments of Anne of Avonlea’s book, which are supported by literary theories.

Table 1

Anne of Avonlea’s book analysis

| Category | Quotation | Analysis |
|----------|--|--|
| Roles | <p>Mr. Harrison began his tale of woe. “I lived in Scottsford, New Brunswick, before I came here, Anne. My sister kept house for me and she suited me fine; she was just reasonably tidy and she let me alone and spoiled me... so Emily says. But three years ago she died. Before she died she worried a lot about what was to become of me and finally she got me to promise I’d get married. She advised me to take Emily Scott because Emily had money of her own and she was a pattern housekeeper. (Chapter XXV - p. 248).</p> <p>Well, we were married and took a little wedding trip to St. John for a fortnight and then we went home. We got home at ten o’clock at</p> | <p>Anne of Avonlea gives a complex picture of women's role during the late 1800s. The theme of stereotypes forms an essential part of this literary work, which was empowered over the years in many ways; for instance, the strict gender roles with regard to education, work, style of dress, and more. In Avonlea, most people lived in small rural communities, making their living from the land; therefore, peasant women had many domestic responsibilities, including caring for children, preparing food, and tending livestock. While men took care of the most important tasks. During the busiest times of the year, such as the harvest, men field to bring in the crops. Meanwhile, women's role in society was to take</p> |

night, and I give you my word,
Anne, that half an hour that woman
was at work housecleaning.
(Chapter XXV – p. 249).

Well, she cleaned house till one
o'clock that night and at four she
was up and at it again. And she
kept on that way... far's I could see
she never stopped. It was scour and
sweep and dust everlasting, except
on Sundays, and then she was just
longing for Monday to begin again.
(Chapter XXV - p. 249).

Mrs. Morgan's heroines NEVER
get into scrapes or are taken at a
disadvantage, and they are always
so self-possessed and such good
housekeepers. They seem to be
BORN good housekeepers. You
remember that Gertrude in
"Edgewood Days" kept house for
her father when she was only eight
years old.
(Chapter XVI - p. 156).

Thomas Lynde never had any will
power to exert. His mother ruled
him till he married and then Rachel
carried it on.

care of their siblings and parents,
and when they married, they took
care of their husbands. Their role
was strictly limited to domestic
chores.

(Chapter XXII - p. 219).

Dora was an industrious little soul
and never happier than when
“helping” in various small tasks
suited to her chubby fingers. She
fed chickens, picked up chips,
wiped dishes, ran errands galore.

(Chapter XVI – p. 153).

Fred’s father is going to buy the
Abraham Fletcher farm for him and
he says he’s got to have it two
thirds paid for before he’ll give it to
him in his own name.

(Chapter XXIX - p. 296).

Ideology

“When I went to school the master
whipped me regular every day
because he said if I wasn’t in
mischief just then I was plotting it.”
Said Mr. Harrison. “Methods have
changed since your schooldays, Mr.
Harrison.” Said Anne.
(Chapter IV - p. 42).

Marjorie White, aged ten, wanted
to be a WIDOW. Questioned why,
she gravely said that if you weren’t
married people called you an old
maid, and if you were your husband
bossed you; but if you were a

The role of women in society has
been the result of past ideologies. In
ancient times, adults inculcated
their children ideologies based on
inequality; thus, fostering
discrimination in the youth of that
time. Women were oppressed and
rejected by society. They were
destined to carry out only domestic
chores. In case of promoting a
change in these ideologies, society
protested and rejected anyone who
challenged their views. In addition,
they were harshly questioned and
subjected to ridicule. Anne of

widow there'd be no danger of either.

(Chapter XI – p. 101).

Three years isn't any too much time to get ready for housekeeping, for I haven't a speck of fancy work made yet. But I'm going to begin crocheting doilies tomorrow. Myra Gillis had thirty seven doilies when she was married and I'm determined I shall have as many as she had." "I suppose it would be perfectly impossible to keep house with only thirty-six doilies," conceded Anne.

(Chapter XXIX – p. 296).

Avonlea is a book that offers a broad perspective on this issue. This can be seen firsthand in the ideologies of characters such as Anthony Pye, Mr. Harrison, and Marjorie White. All of them reflect the ideologies that society held about women's roles in the home, work, and issues related to education. As a consequence of the ideologies that were imposed by our ancestors, today we can still witness cases of inequality and discrimination against women. According to the National Women's Institute (n.d.), 99.1% of married women participate in domestic work, while men in the same marital state only participate 61.1%. Although, discriminatory ideologies against women have been avoided over time due to their great impact, they have not yet been completely eradicated.

Challenges

Mr. Harrison was certainly different from other people... and that is the essential characteristics of a crank, as everybody knows. In the first place he kept house for himself and had publicity stated that he wanted no fools of women

For many years women have faced great challenges to be accepted in society. In ancient times, many women were deprived of their presence in social spaces, in political decision-making, education and more. These

around his diggings.
(Chapter I – p. 13).

“What’s this I hear about your going to start up a Village of Improvement Society, Anne?” “I was just talking it over with some of the girls and boys at the last Debating Club,” said Anne, flushing. “They thought it would be rather nice... and so do Mr. and Mrs. Allan. Lots of villages have them now.” “Well, you’ll get into no end of hot water if you do. Better to leave it alone, Anne, that’s what. People don’t like being improved.”
(Chapter I – p. 21).

“I don’t want to discourage you, Anne, for there may be something in your idea, though I suppose you did get it out of some rubbishy Yankee magazine; but you’ll have your hands full with your school and I advise you as a friend not to bother with your improvements, that’s what.”
(Chapter I – p. 21).

Anthony is an independent little

challenges have sought to enact equity in society in social and labor spheres and thus eradicate patriarchy. Maud Montgomery in her book *Anne of Avonlea* represents these challenges through various themes. For example, when members of the Avonlea community such as Mrs. Rachel Lynde believed that women should not go to university, instead they should take charge of their homes and studies, the rejection of women reflected in the men of Avonlea such as Mr. Harrison. Women were oppressed from an early age, as they were subjected to domestic chores and overlapped their studies to take care of these tasks at home.

On the other hand, when Anne proposed the execution of her project to improve the town through the creation of a society, she was questioned by the older adults, since they did not consider her capable of generating a change in the town. At present, due to the struggle of many women, progress has been made in the inclusion of women in different areas that are not only domestic. However, there

chap and makes up his own mind about things. He has always gone to men before and he says girl teachers are no good. (Chapter VII – p. 65).

are still many changes to be made in society to achieve a more equitable world where there are equal opportunities for men and women.

"Do you think you will ever get to the college?" "Oh, I don't know." Anne looked dreamily afar to the opal-tinted horizon. "Marilla's eyes will never be much better than they are now, although we are so thankful to think that they will not get worse. And then there are the twins... somehow I don't believe their uncle will ever really send for them. Perhaps college may be around the bend in the road, but I haven't got to the bend yet and I don't think much about it lest I might grow discontented." "Well, I should like to see you go to the college, Anne; but if you never do, don't be discontented about it." We make our own lives wherever we are, after all... college can only help us to do it more easily. They are broad or narrow according to what we put into them, not what we get out. Life is rich and full here... everywhere... if we can only learn

how to open our whole hearts to its
richness and fulness.
(Chapter XV - p. 149).

Achievements Anthony smiled... no, if the truth
must be told, Anthony GRINNED
back. A grin is not generally
supposed to be a respectful thing;
yet Anne suddenly felt that if she
had not yet won Anthony's liking
she had, somehow or other, won his
respect. Mrs. Rachel Lynde came
up the next Saturday and confirmed
this. "Well, Anne, I guess you've
won over Anthony Pye, that's what.
He says he believes you are some
good after all, even if you are a girl.
Says that whipping you gave him
was 'just as good as a man's.'
(Chapter XII – p. 117).

"I'm afraid the Improvement
Society will go down when you and
Gilbert are both gone," she
remarked dolefully. "Not a bit of
fear of it," said Anne briskly,
coming back from dreamland to the
affairs of practical life. "It is too
firmly established for that,
especially since the older people
are becoming so enthusiastic about
it."

As time went by, women broke
stereotypes and stood up to society
and demanded their rights. After
many protests, they managed to be
part of many changes, in which the
rights of all women in social,
political, economic, etc. matters
were recognized. Montgomery
expressed women's achievements
through different events in the
book. For example, when Anthony
Pye, and the students of the
Avonlea school accepted Anne as a
teacher despite her being a woman.
Moreover, when the people of the
village of Avonlea gave their
approval and support to the Village
of Improvement Society, showing
through this that women were
capable of executing a project
successfully. In addition, the right
of women to have a decent
education, as well as men was
represented when Marilla offered
the opportunity to go to college and
her friend Gilbert being an
inspiration for the other girls in the
village.

(Chapter XXVI - p. 262).

“Mr. Harrison, you are glad your wife is come back,” cried Anne, shaking her finger at him. “You needn’t pretend you’re not, because I can see it plainly.” Mr. Harrison relaxed into a sheepish smile. “Well... well... I’m getting used to it,” he conceded. “I can’t stay I was sorry to see Emily. A man really needs some protection in community like this.”

(Chapter XXV – p. 247).

“I suppose Gilbert Blythe is going to college in the fall,” said Marilla jerkily. “How would you like to go too, Anne?” Anne looked up in astonishment. “I would like it, of course.

(Chapter XXVI - p. 255).

*Note: Table 1 illustrates the analysis of women’s role in the book Anne’s of Avonlea.
Researchers’ creation*

4.3 Themes, Motifs, and Symbols

A theme is the overall message, through line, or lesson generated by the narrative. It is an idea or a subject that an author wants to explore. Themes appear throughout a work, and they are often abstract ideas the reader has to discover through the reading. While a motif is a recurring element, idea, or image in a literary work. They are usually something concrete. On the other

hand, a symbol is an object that is employed to represent something else. They are used to convey an idea or an emotion. Symbols are also concrete objects and they're still connected to themes.

Table 2

Analysis of the themes, motifs, and symbols reflected in the book Anne's of Avonlea

| Literary term | Category | Example | Analysis |
|----------------------|-----------------|--|---|
| Themes | Gender roles | Anne, left alone in her glory, worked with a will. The floor was swept, the bends made, the hens fed, the muslin dress washed and hung out on the line. Then Anne prepared for the transfer of feathers. (Chapter XX – p. 196). | Gender roles is one of the main themes of the book, as it reflects the roles of men and women that existed in Avonlea's Village. Anne, and most of the women in the village, always took care of keeping the house clean, cooking, and other household chores and men were never involved in these tasks. |
| | Imagination | "Do you know what I think about the new moon, teacher? I think it is a little golden boat full of dreams." "I think the violets are little snips of the sky that fell down when the angels cut out holes for the stars to shine through. And the buttercups are made out of old sunshine; and I think the sweet peas will be | Anne took refuge in her imagination, finding comfort in nature's beauty and thereby, being inspired to imagine better circumstances for herself. Sometimes her imagination wandered too freely and got Anne into a variety of misadventures. However, as Anne became |

butterflies when they go to the
heaven.”

(Chapter XIX – p. 188).

“Oh, do YOU imagine things
too?” “Yes, I do,” she confessed,
boldly. “Of course it’s silly in
anybody as old as I am. But what
is the use of being an
independent old maid if you
can’t be silly when you want to,
and when it doesn’t hurt
anybody? A person must have
some compensations. I don’t
believe I could live at times if I
didn’t pretend things. I’m not
often caught at it though, and
Charlotta the Fourth never tells.

(Chapter XXI – p. 211).

"Teacher, do you see anything so
very queer about those
thoughts?" "No, laddie dear, they
are not queer at all; they are
strange and beautiful thoughts for
a little boy to think, and so
people who couldn't think
anything of the sort themselves,
if they tried for a hundred years,
think them queer. But keep on
thinking them, Paul... some day

more secure in her life at
Green Gables, she learned to
channel her imagination
instead of stifling it, sharing
her talent with others, and
discovering new ambitions.
The power of imagination is
represented by characters
such as Anne Shirley, Paul
Irving, and Miss Lavendar.
Montgomery points out that
imagination is vital for a
person’s growth regardless of
age and should not be
discouraged; instead, it ought
to be used to help others and
expand one’s horizons.

you are going to be a poet, I
believe."

(Chapter XIX - p. 188).

| | | |
|------------|---|---|
| Friendship | “Do you remember that evening we first met, Diana, and ‘swore’ eternal friendship in your garden? We’ve kept that ‘oath,’ I think... we’ve never had a quarrel nor even a coolness. I shall never forget the thrill that went over me that day you told me you loved me.” (Chapter XXVI – p. 265). | Anne defined friendship in phrases like “bosom friends” and “kindred spirits.” When Anne came to Green Gables, she made her first “bosom friend” in Diana Barry, finding that friendship can come easily and unexpectedly to open-hearted people who are willing to be loyal to one another. Over time, Anne found love in her friends in the village and even in her students at school, with whom she formed a very strong bond. Montgomery suggested that while a “bosom friend” might be difficult to find, “kindred spirits” can be found more readily than expected, and the key to finding both is keeping an open mind and heart. |
|------------|---|---|

| | | | |
|--------|------------------|--|---|
| Motifs | Fashion concerns | "I'm so anxious about my nose. There are seven freckles on it, as you can see. They came at the A.V.I.S. picnic, when I went around in the sun without my hat. | For Anne, fashionable dress overlapped with morality. She viewed fashion as a means of fitting into Avonlea's society. Her increasingly stylish |
|--------|------------------|--|---|

I suppose it's ungrateful of me to worry over them, when I should be thankful they're not spread all over my face as they once were; but I do wish they hadn't come... all Mrs. Morgan's heroines have so much perfect complexions. I can't recall freckled one among them."

(Chapter XVI – p. 156).

Anne did not mention the misfortunate which had befallen HER nose when she related the day's history to Marilla that evening. But she took the bottle of freckle lotion and emptied it out of the window. "I shall never try any beautifying messes again," she said, darkly resolute.

"They may do for careful, deliberate people; but for anyone so hopelessly given over to making mistakes as I seem to be it's tempting fate to meddle with them."

(Chapter XX – p. 201).

clothes represent her transformation from schoolgirl to professor. Anne believed that if you are fashionable, you are automatically a good person. Anne gave great importance to physical appearance. She thought that it would be easier being good if one is well dressed and beautiful.

Images of nature

"That a pearl of a day like this, when blossoms are out and the winds don't know where to blow from next for sheer crazy delight

Anne's powerful imagination revealed itself during her first ride to Green Gables when she talked romantically about

must be pretty near as good as
heaven."

(Chapter XXIV – p. 233).

"Anne caught Davy and Dora by
the hands and flew down the hill,
along *Birch Path*, and past *Violet
Vale*."

(Chapter XXIV - p. 235).

"Finally the morning dawned
pearly and lustrous in a sky full
of silver sheen and radiance, and
the wonderful day had arrived."

(Chapter XVII – p. 159).

"Uncle Abe, our well-known
weather prophet, predicts a
violent storm of thunder and
lightning for the evening of the
twenty-third of May, beginning
at seven o'clock sharp. The area
of the storm will extend over the
greater part of the Province.

(Chapter XXIV – p. 231).

the beautiful trees and natural
sights of Avonlea. For Anne,

Avonlea represented a
magical place. She found
friends in nature, plants, and
animals. Nature gave her
reliable companionship and
pleasantness. Anne invented
names for each place
depending on the feeling it
provoked. As she matured,
she continued to love nature.

At Green Gables, Anne
showed her appreciation for it

by giving lakes and lanes
extravagant, flowery,

dramatic names. During the
stressful teaching period at
Avonlea school, her love of
nature relaxed her and helped
her to remember what is truly
important in life. Nature also
caused her trouble when

combined with her
adventurous tendencies. For
example, when Uncle Abe's
predictions came true and
caused a disaster in the town
of Avonlea, destroying the
trees that The Avonlea

Village Improvement Society

had planted. This experience cautioned society to respect nature's power and due to that Anne was fascinated and awed by it. At the end of the novel, after the beautiful wedding of Mr. Irving and Miss Lavendar in the forest, she referred to nature as a metaphor for her future: full of beauty, promise, and mystery. Basically, images of nature are represented in many ways throughout the story

| | | |
|-----------------|--|---|
| The color green | <p>“There... down in the brook... that old green, mossy log with the water flowing over it in those smooth ripples that look as if they'd been combed, and that single shaft of sunshine falling right athwart it, far down into the pool. Oh, it's the most beautiful poem I ever saw.”</p> <p>(Chapter XIII – p. 127).</p> | <p>The color green represents the peace that Avonlea brings to Anne through its healthy trees, lakes and the natural world that surrounded her, which contrasted with the sickly trees and the coldness of her days in the orphan asylum.</p> |
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|---------|------------------------|--|--|
| Symbols | <p>Anne's freckles</p> | <p>A cracked mirror hung by the chamber window and in an unlucky moment Anne looked into it. There were those seven freckles on her nose, more rampant than ever, or so it</p> | <p>Anne's freckles symbolize her acceptance toward herself, which changes as the novel progresses. Initially, she hated her freckles. Anne believed it was a blight on her</p> |
|---------|------------------------|--|--|

seemed in the glare of light from the unshaded window. "Oh, I forgot to rub that lotion on last night," she thought. "I'd better run down to the pantry and do it now." Anne had already suffered many things trying to remove those freckles. On one occasion the entire skin had peeled off her nose but her freckles remained. A few days previously she had found a recipe for a freckle lotion in a magazine and, as the ingredients were within her reach, she straightway compounded it, much to the disgust of Marrilla, who thought that if Providence had placed freckles on your nose it was your bounden duty to leave them there. Anne scurried down to the pantry, which, always dim from the big willow growing close to the window, was now almost dark by reason of the shade drawn to exclude flies. Anne caught the bottle containing the lotion from the shelf and copiously anointed her nose therewith by means of a little sponge sacred to the purpose.

life and complained about it and tried to eliminate them with home remedies at every opportunity. Her disgust for her aspect represents her unconformity of herself. Later, Anne accepted her physical appearance and realized that her freckles made her unique from the rest of women.

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|----------------------|---|---|
| | <p>This important duty done, she returned to her work. (Chapter XX - p. 196).</p> | |
| Miss Lavendar's name | <p>"I'm going to give you girls a buch of lavender apiece," said Miss Lavendar brightly, as if she had not heard the answer to her question. "It's very sweet, don't you think? Mother always loved it. She planted these borders long ago. Father named me Lavendar because he was so fond of it. The very first time he saw mother was when he visited her home in East Grafton with her brother. He fell in love with her at first sight; and they put him in the spare room bed to sleep and the sheets were scented with lavender and he lay awake all night and thought of her. He always loved her scent of lavender after that... and that was why he gave me the name. (Chapter XXI – p. 215).</p> | <p>Miss Lavendar's name represents the love of her parents since she was named Lavendar because when her father was courting her mother, the first night he went to visit her at her house, he slept between sheets that smelled precisely of lavender, and he could think of nothing but her mother during the whole night, which made him fall in love with her even more. Due to this unusual fact of love her father wanted to commemorate this moment of love and decided to capture it in the most precious thing they had, their daughter.</p> |
| Echo Lodge | <p>"I do think you have the loveliest place here," said Diana, looking round her admiringly. "Why do you call it Echo Lodge?" asked Anne. "Charlotta," said Miss Lavendar, "go into the house and</p> | <p>Echo Lodge symbolizes Miss Lavendar's loneliness since her parents died and she lived alone most of her life. The echoes that are heard in the house and spread through the</p> |

bring out the little tin horn that is hanging over the clock shelf.” Charlotta the Fourth skipped off and returned with horn. “Blow it, Charlotta,” commanded Miss Lavendar. Charlotta accordingly blew, a rather raucous, strident blast. There was moment’s stillness... and then from the woods over the river came a multitude of fairy echoes, sweet, elusive, silvery, as if all the “horns of elfland” were blowing against the sunset. Anne and Diana exclaimed in delight. “Now laught, Charlotta... laugh loudly.” Charlotta, who would probably have obeyed if Miss Lavendar had told her to stand on her head, climbed upon the stone bench and laughed loud and heartily. Back came the echoes, as if a host of pixy people were mimicking her laughter in the purple woodlands and along the fir-fringed points. “People always admire my echoes very much,” said Miss Lavendar, as if the echoes were her personal property.

(Chapter XXI – p. 212).

*Table 2 identifies some examples of the themes, motifs, and symbols in the book Anne's of Avonlea.
Source: Researcher's own creation*

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations that were deduced from the analysis of the information collected and by considering the findings of the researcher during the development of the study. In addition, it presents the restatement of the research question and results obtained.

5.1 Purpose of the Conclusion

The conclusion of this research intends to help readers to have a broader view on the evolution of the role of women in society over time, which was determined through the analysis of Anne of Avonlea's book. The main purpose is to respond to the research objectives and to answer the arguments raised through the exhaustive analysis of the research instruments. Moreover, through the conclusions of this research, the strategies to be considered for the effective achievement of the objectives are determined, providing possible solutions to address the problem proactively by taking into account the most significant findings and the most relevant topics and reliable theories. In addition, the recommendations, or specific courses of action to be taken to provide solutions to the problem, are determined.

5.2 Conclusions

5.2.1 To compare women's role development over time.

The evidence is clear, women's role in society has changed considerably over time. The difference between women's roles in the past and today varies in many cultural, social, and

political ways. Men and women face different expectations about how they should dress, behave, or work. It makes us comprehend the way the world responds to the needs of men and women differently, why they still exist, and how society can eradicate the lines between these differences, as well as to why there is a different of treatment based on gender. In ancient societies, men considered women's role was to be wives who cooked and took care of their house and children. Moreover, women did at least two and a half times more unpaid home and care labor than males, from cooking and cleaning to fetching water and firewood and caring for children and the elderly. As a result, tens of thousands of women and girls were denied equitable access to education and full-time paid employment. On the other hand, today men look at women as an important asset to our society and individuals capable to develop important roles in society. However, in the past society established that only men were in charge of higher positions. Nevertheless, today women have more unlimited job opportunities, they can run companies and even a nation. At the present day, women can be leaders and develop different roles in society, unlike many years ago when their best role was to be housewives.

In the earlier centuries, women were oppressed in many ways, they were not allowed to walk on the streets alone or even travel alone, and they were not allowed to hold important positions since they were designated to perform only domestic duties. Women were oppressed even in their clothing, they must wear dresses and skirts, as this was the clothing established by society for women. Today, women in modern society are free to choose what they like best, are capable to be in charge of important positions, and are free to dress as they want because they are free in all aspects.

Since the mid-twentieth century, the labor force has seen a growth in the number of women. Moreover, women have taken on traditionally male-dominated occupations, such as

leadership, including politics. Since 1965, the percentage of women concentrating in business, medicine, or law has increased dramatically. The modern society has given women a new position that is progressively eclipsing the old social role of males, for example, working and earning money. Males' work duties, on the other side, have remained largely steady, and men continue to work full-time in the paid labor force. However, despite the evolution of their role in society, women are still struggling to put an end to all forms of discrimination they suffer as a result of the impact of their role in antiquity. It is considered that due to the beliefs that existed in antiquity that their role was limited to housework, their role was established in this way. Generally, within a family, women are in charge of the domestic work, while men are the economic providers. Although, this role may vary due to the freedom that many women have, the standard role of women today is to be a housewife in charge of household chores. Today, men's roles are becoming more identical to women's traditional roles as taking care of the family. It is relevant to consider the implications of such gendered social change in light of the social role theory, which claims that group members' conduct forms their stereotype.

In summary, according to the analysis of the instruments, it was concluded that the role of women has undergone major changes. First, they were considered as slaves and were discriminated against in every possible way in society. They had no rights and were not given equal opportunities. Years later, their role evolved, and they gained power in society. As a result of such revolution, women proclaimed their rights. Little by little, they were being included, and in politics they won the right to vote. In addition, women obtained the right to education and more job opportunities, as they were more considered in society. To eradicate all types of stereotypes towards the role of women, it is crucial to promote gender equality among young people, so that future generations can enjoy equal rights. If we empower and educate young

people, we can have a better world.

5.2.2 To identify the achievements and challenges women have faced in order to be accepted equally within society.

Gender inequality remains a major barrier to human development. In the past, men and women were treated unequally in society. The only ones who deserved opportunities were men, while women had no rights or opportunities. Girls and women have made major strides since 1990, but they have not gained gender equity, yet. Different treatment regarding gender still exists in modern society and most of women still lag far behind men in power, wealth, and opportunity. Moreover, women faced many challenges to be accepted as equals in society, they carried out movements, marches, protests, and everything that was necessary to be worthy of rights. As a result of these movements, women achieved great advances, among them. The following are mentioned in the 19th Amendment, as for example, women were given the right to vote, as well as the right to live free from violence, slavery, and discrimination; to be educated; to own property; to vote; and to earn a fair and equal wage. As a result, a day to celebrate women's achievements was established "International Women's Day," which is celebrated on 8th Mach. This is a day to commemorate women's achievements and to reaffirm society's commitment to advancing gender equality on the many acts of courage and commitment that women have shown throughout the world.

Today, gender inequality still exists. In modern society women are commonly excluded or disadvantaged in relation to decision-making and access to economic and social resources; meanwhile, men are favored in many aspects. The disadvantages women and girls are facing, are a major source of inequality. Frequently, women and girls are discriminated against in health, education, economy, political representation, labor market, etc., with negative consequences for

the development of their capabilities and their freedom of choice. Gender equality does not mean that men and women become the same; only that access to opportunities and life changes are neither dependent on, nor constrained by, their sex. A crucial aspect to promote gender equality is to empower women, with the aim to identify and redress power imbalances and thus, to give women more autonomy to manage their own lives and the opportunity to hold different roles in society, besides being housewives. Gender equality and women's empowerment are not just desirable goals, but are also essential for long-term development, economic prosperity, and peace and security because women's full and equal participation in all parts of society is a fundamental human right.

Achieving gender equality requires women's empowerment. The aim is to ensure that decision-making at private and public levels and access to opportunities are no longer only weighted in men's favor, but also that both women and men can fully participate as equal partners in productive and reproductive life, giving them the possibility to enjoy of equal rights. Moreover, equity leads to equality. Gender equality proposes equal enjoyment opportunities by men and women. To achieve gender equality in society is vital to get rid of all forms of discrimination against women and girls, eradicate all forms of violence in the public and private spheres, including trafficking and sexual and other types of exploitation. Stop all harmful practices, such as child, early, and forced marriage, recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

Besides, it is essential to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public or

private life, undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources, in accordance with national laws. In every society, or in the world at large, equality is vital. It is impossible for a country to grow while there is disparity. It guarantees that no one is discriminated against. Everyone is treated the same and is regarded as equal. As a result, everyone in society will have the flexibility to interact with one another, exchange their expertise, and engage in activities that will benefit society. Furthermore, it brings a positive economic impact. Equality increases people's confidence, productivity, and sociability.

Women's full and equal participation in all facets of society is a fundamental human right and in order for women to be accepted in society, an inclusive environment must be built. Any civilization that intends to advance economically, socially, educationally, technologically, or health-wise must make place for equality to flourish. The struggle for a fairer society should not be fought alone by the government. Citizens must also play a role in ensuring that efforts to establish a more equitable society are supported. Gender equality is not only a fundamental human right, but also a necessary foundation for a peaceful, prosperous, and sustainable world.

5.2.3 To describe the influence of former ideologies on modern society.

The use of the term ideology reflects two aspects of research on this topic: first, women's role was constructed from ancient beliefs, which determined women should be treated as inferior to men with the aim of justifying and sustaining social and cultural systems dominated by men. Gender ideology is defined as a set of beliefs and values on what is appropriate for men and women. In addition, it sets the patterns by which a society evaluates or evaluates a man's or a woman's appropriate behavior. Second, as a consequence of ancient ideologies, the role of women was strictly established in society for many years, limiting them to develop only certain

activities, such as household chores.

Some recommended measures to prevent these ideologies from continuing to affect today's society are to create educational programs that emphasize the role that women should play in our society in order to produce a positive change in traditional attitudes regarding this issue, and thus, to motivate women to actively participate in the social development of the country, leaving behind the passivity in which they have remained to date. In addition, it is of utmost importance to make known the various activities that women can perform, in order to put an end to the concept that certain jobs are reserved for women and others for men, and thus expand the occupational circle of women. Moreover, it is essential the creation of a defined system of personnel promotion within society, promulgating equal opportunities for both men and women, and, in this way, taking advantage of a human potential that has been marginalized to date. In addition, it is essential to create a feeling of solidarity among women, encouraging the acceptance of intellectual values and capabilities that they can contribute to any human activity, specifically in the labor activity by adopting measures with respect to the equalization of wages and work, eliminating the influence of the sex factor, which has prevented them from being achieved. Consequently, from the analysis of the theoretical aspects addressed in the investigation on the influence of ancient ideologies in modern society, it is concluded that ideologies interfere in the personal or collective acts of modern social groups or classes. Due to the great impact that ancient ideologies had on the role of women, many repercussions have been generated today and, as a result, a standard role has been established for women in society.

5.3 Restatement of the Research Question

The analysis of the development of the role of women in the book *Anne of Avonlea* was carried out through the use of comparative tables. Based on the information gathered from the comparative tables, an in-depth analysis was obtained, which led to the answers of the research.

Within this context, it is important to consider that the data obtained in this research were positive. Moreover, it was determined that the role of women developed as follows. In ancient times it was determined that her role was limited to household chores. In 1874, they enacted their rights and were accepted for the first time as worthy of exercising the vote. This significant event gave way to the possibility of modifying their role in society; therefore, they began to accept women in different areas besides the domestic one. At present, their role is standard and is still linked to domestic tasks. Women between the ages of 15 and 24 spend 54 percent more time on housekeeping than males their age, while women between the ages of 25 and 34 spend 51 percent more time on similar duties. Currently, the role of women still establishes that they are the ones who should be in charge of housework. However, compared to their role in the past which was strictly established to only develop in a specific area, now they show more flexibility in their role in society, as their role as housewife has declined over the years. Today, the role of women expands to many more areas.

5.5 Recommendations

Based on the conclusions drawn and considering the analysis of the information gathered, it is recommended for future research, to employ a third reading to enrich the information analysis. It is suggested to develop the readings in the following way. In the first reading, the general reading of the book is used, where the story can be understood. In the second reading, it is recommended to highlight the points that are considered important for the subsequent analysis. Therefore, the third reading is destined only to the analysis of the points previously highlighted. In addition, in the final reading, it is considered fundamental to select the quotations that will be used for the analysis, as well as the identification of the literary terms that will be used in Chapter IV. In this way, a deeper analysis of the information will be developed, and the elaboration of the instruments and their analysis will be facilitated.

Based on the conclusions, it is considered prudent to address another approach such as feminism in order to have a deeper vision of how this issue has affected women's role and their development over time. It is important to contemplate the use of two instruments for the analysis of the book, besides comparative tables, it is suggested to use interviews to contemplate the opinions of experts and to develop a better analysis of the information. As a general recommendation, it is vital to consider the creation of educational programs that help new generations to acquire inclusive thinking about women's role in all sectors of society.

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