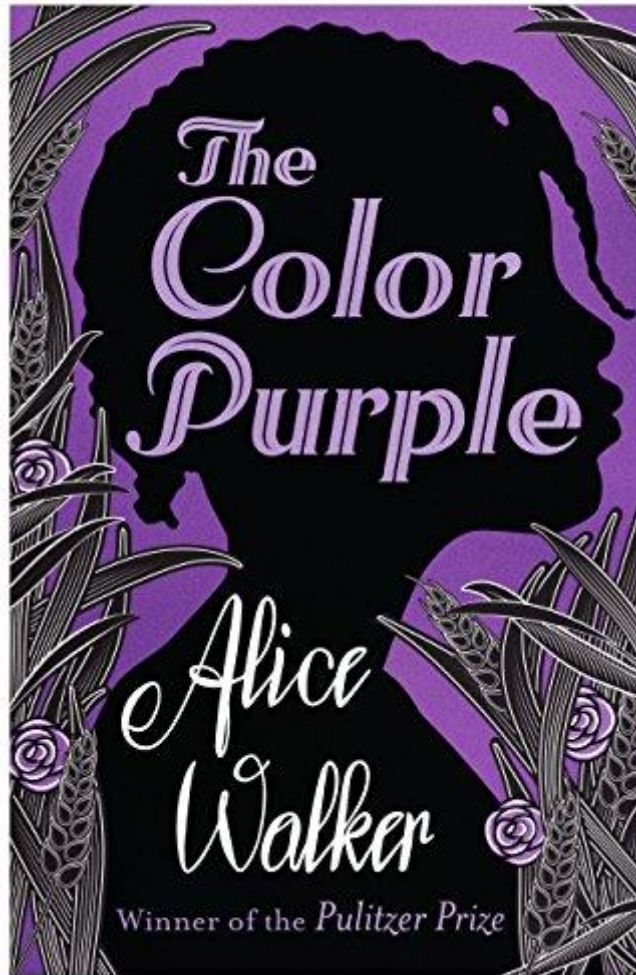


Year 12: 'The Color Purple' Home

Learning: Part 2



Year 12, here is your second booklet for 'The Color Purple'.

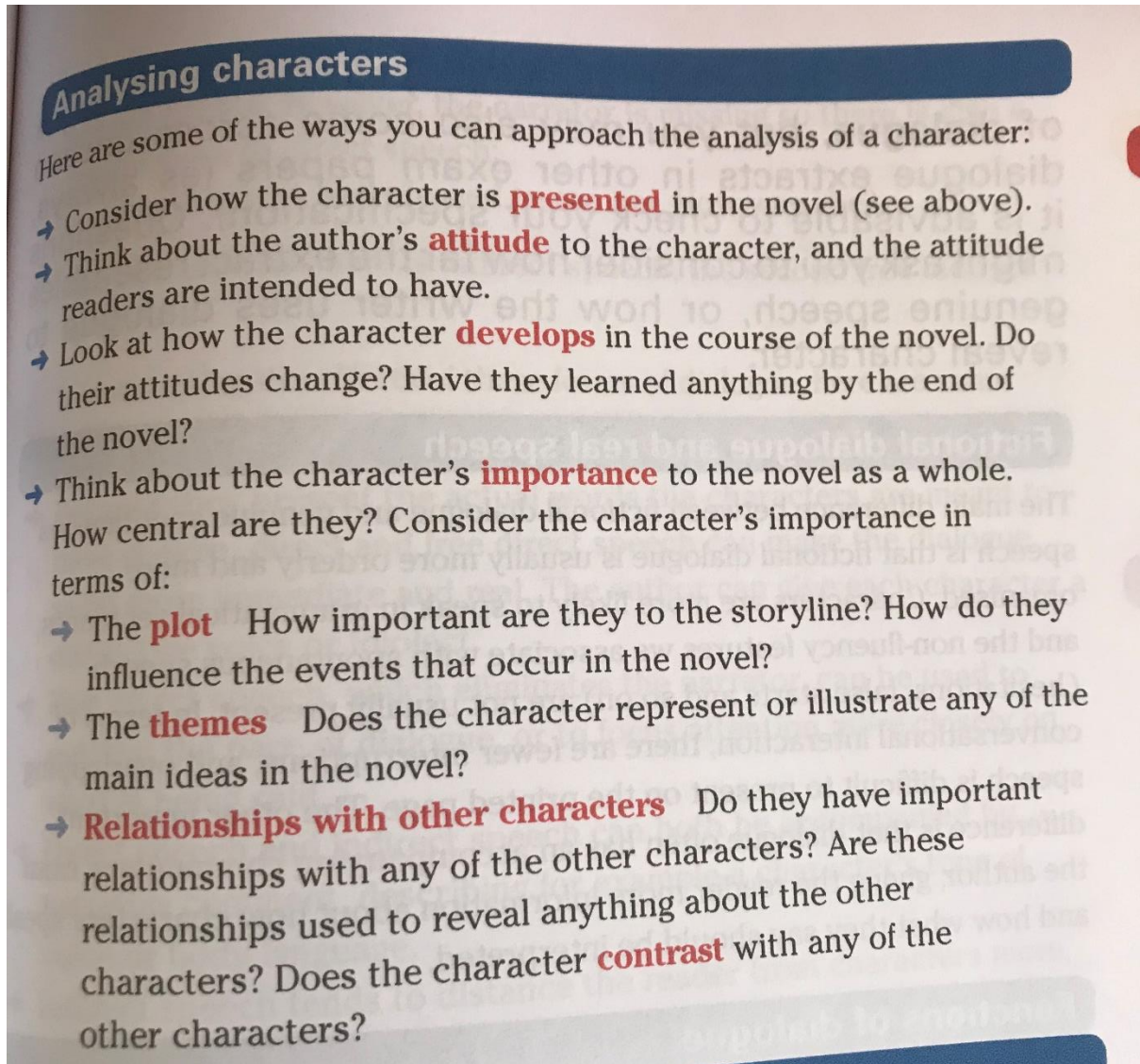
Please email me your work for feedback; you can either type up the answers or take a photograph of your work to send to me – my email address is on the website.

Miss Pedrick

Task 1:

Read letters 59 – 63.

- Annotate your text as you read and write a bullet point summary of each of the letters.
- Next, create characterisation profiles for Celie, Nettie and Shug; use the questions on page 87 of the 'Revision Express' textbook to help you (under the heading 'Analysing Characters').



- In each of the profiles, choose 5 key quotations for each of the characters. Explain what the authorial intention is of each quotation and how the reader would react to the character at this point. Also, ensure you explain how the quotations you have chosen shows change or progression of the character through the novel.

Task 2:

Read letters 64 – 69

- Annotate your text as you read and write a bullet point summary of each letter for your revision notes.
- Go back over your character profiles for Shug, Nettie and Celie and add any points of information that you learn in these letters.
- Research 'European Imperialism' in West Africa and link this information with colonisation research you have previously completed.
- Using the information you have gathered, write a response to the question:

'How is the treatment of the Olinka people portrayed in letters 64 and 65?'

In your response, remember to reference your AO3 and the information that you have gathered through your research tasks.

Task 3

Read letters 69 – 74.

- Annotate your text as you read and write a bullet point summary of each letter for your revision notes.
- Go back over the character profiles you have created and add any extra character information you have discovered in these letters to the profiles.
- Research the text '*The Woman's Bible*' by Elizabeth Cady Stanton (an early feminist work on religion) as it is thought that this text influenced Alice Walker.
- In light of your research, re-read letter 73 and consider Celie's change of 'loyalty' towards God and her reasoning behind it.
- What is Walker's message about organised religion and patriarchy in this letter?
- What would the effect have been on Walker's contemporary audience in comparison to today's audience? How would the society which Walker is writing about have reacted to Celie's move away from God?

Task 4

Read letters 79 and 80

- Annotate your text as you read and write a bullet point summary for both of the letters
- Review any new character information you have gathered and add this to your character profiles as appropriate.
- Next, you are going to answer the question:

‘Re-read letter 79. How are men and the patriarchal society portrayed in this letter?’

Firstly, annotate your text to highlight and consider any quotations or points that can be included in your response to this question.

Then, spend 20 minutes writing a timed response to this question.

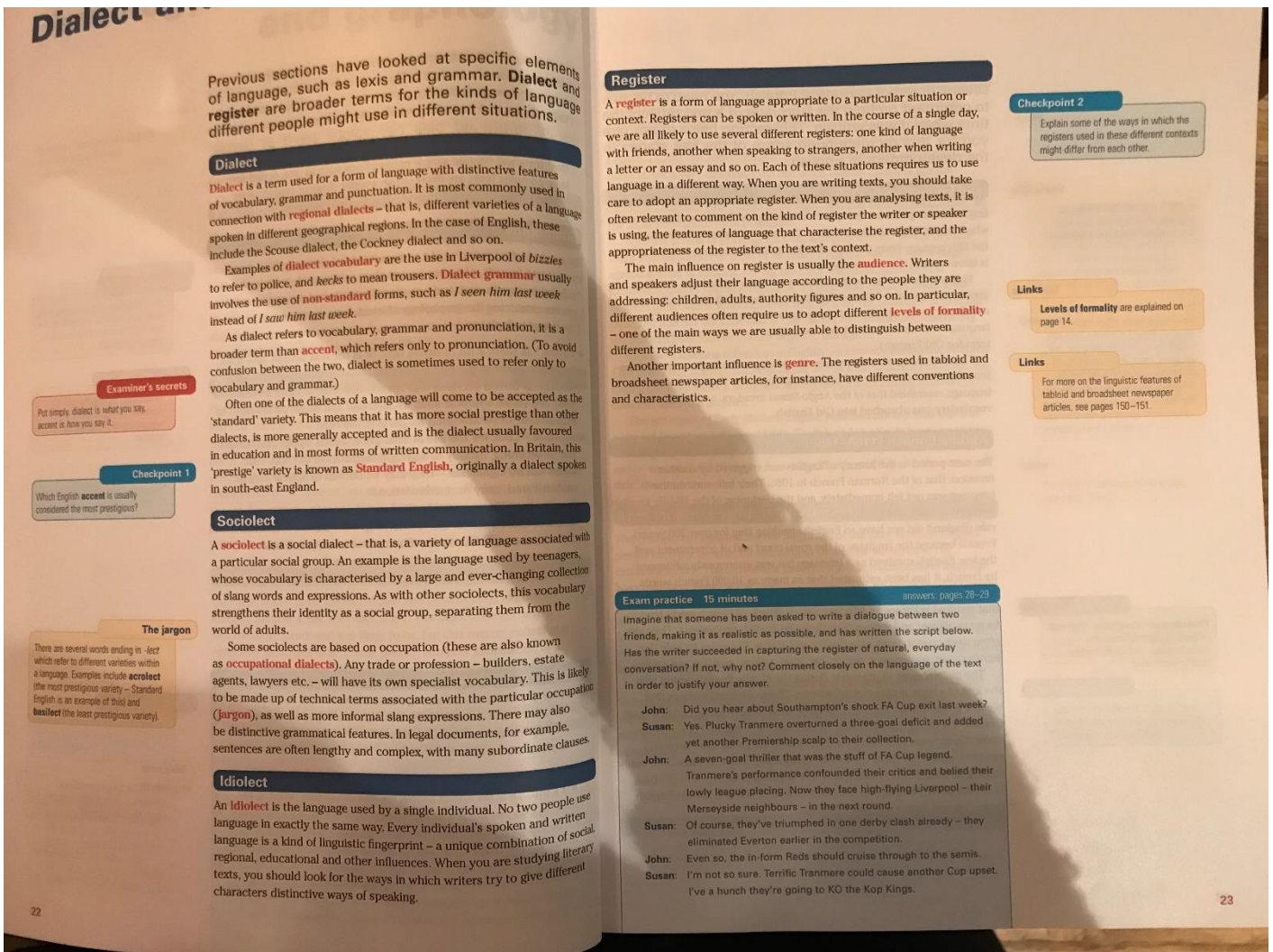
Remember this is a ‘section (i)’ question, so only needs to have AO1 and AO2 addressed within it.

- When you have written your response, using a green pen (or alternative colour if typing it up) highlight where you have addressed AO1 and AO2 in your response.
- Please email me this answer – either typed up or a photograph of what you have written.

Task 5

Read letters 81 – 85

- Annotate your text as you read and write a bullet point summary of each letter for your revision notes.
- Note down any new information you learn from these letters about the characters for which you have created profiles.
- Next, read through pages 22 and 23 of the ‘Revision Express’ revision guide. These pages are usually used for Component 3: Spoken Word, but the concepts can also be applied to ‘The Color Purple’ and you may find the terminology useful when discussing the text.



- In light of the information you have read on these pages, apply this to the text in relation to the letters sent between Nettie and Celie.
- Why does Walker choose to use the different sentence structures/orthography for Celie and Nettie? What is it suggesting about the two different characters?
- Also, what effective did Walker wish to achieve on the reader by using these different styles close together? Does she achieve this effect? How does the reader feel towards the two characters as they are compared through their letters?

Task 6

Read letters 86 – 88

- Write a bullet point summary of each of the letters and add any further information you learn to the character profiles you have created so far.
- Annotate your text to highlight and discuss any points in the text you feel are particularly important; remember these will be your gap filling tools next year when you come to revisit the text.
- Re-read letter 87 and consider the relationship that is shown here between Celie and Albert.
 1. How would you describe their relationship at this point in the text?
 2. How would you have described their relationship at the beginning of the text?
 3. How has their relationship changed and developed across the course of the text? What, do you feel, has been the catalyst of these changes in their relationships?
- For each point you make in relation to this question, ensure you have a quotation from the text to show where your thoughts have stemmed from and use this quotation in order to justify your ideas; remember, there is no 'wrong' answer – you just need to ensure that you have evidence for and can justify your opinions within the text.

Task 7

Read letters 89 and 90 – that's it! That's the end of the book! But you've still got some tasks to complete on it...

- Write a bullet point summary of the last two letters to complete your revision notes.
- How effective do you feel the final letter is? What effect does it have on the reader? What is the final message that Walker wants to leave with you as a reader?
- What is the authorial intention for the text as a whole? What message does Walker want to pass on her reader?
- Is Walker effective at conveying this message? Why? Why not?
- As you already know, the text spans 40 years as it is set between 1909 and 1949.

- Create a timeline, and plot the letters and significant events of the novel along it.
- You will have to work out some of the times between the letters from the information that is within them; plot all the events along the timeline so you can visually see the passing of time along through the text and where there are gaps in Celie's writing.
- Where there are gaps, consider why this might be. Why might there be significant gaps in what Celie has written – why might she have chosen to skim over some life events without giving them space and time for the details?

Task 8

- There are several themes which run through the text, including:
 1. Slavery
 2. Feminism
 3. Men and patriarchy
 4. Education and literacy
 5. African-American culture
 6. Business
 7. Violence
 8. Religion
- Similar to your character profiles, document each of these themes and how they develop and progress across the novel.
- You can do this in whatever format you wish; you might want to bullet point your ideas, create a diagram, draw a table – whatever you think would be most useful in helping you to remember the key themes and ideas throughout the text.
- For each theme, you need to include 8-10 key quotations that demonstrate where this is seen within the text. The quotations should be chosen from across the text and show the progress and development of each theme.
- Finally, to consolidate your theme profiles, you should choose one 'leading' quotation that, you feel, sums up the theme and your findings across the text.

Task 9

- Turn back to the very beginning of the text and read Walker's letter to the reader.
- In your own words, summarise what Walker's intention through the novel was.
- Does Walker feel as though she has achieved this intention? And does she feel the message is still relevant today?
- Research Hardy's works that Walker references in her letter – 'Tess of the d'Urbervilles' and 'Jude the Obscure'. In her letter, Walker states that 'there are echoes of how black folk in the South constructed sentences during and after enslavement that are in Hardy's work depicting British working-class people before and during the 19th century.' From your research of these texts, and your knowledge of 'The Color Purple', how far do you agree with these comments?
- Find, and record, 5 to 10 quotations which demonstrate/link to your opinion and be ready to justify why these quotations show your agreement or disagreement.

Task 10

- Complete an assessment on 'The Color Purple'. Now that you have read the entire text, you can complete the assessment as it is designed to be completed, without being restricted on the content you can use.
 - Please complete this under timed conditions – you have 1 hour on Component 1B.
 - Remember – 20 minutes on part (i) and 40 minutes on part (ii).
- (i) Remind yourself of letter 2 from "Dear God," to "if he can." By focusing closely on literary and linguistic techniques, analyse how Walker presents religion within this extract. [20]**
- (ii) Discuss the presentation and significance of religion in the novel as a whole. [40]**
- When you have completed this, please email it to me so I can give you feedback; either as a word document or take a photograph of your work so that I can read it.

The Color Purple Mark Scheme

Note: For questions in part (i) only AO1 and AO2 apply. AO1, AO2 and AO3 apply to the longer, 40 mark questions in part (ii).

		AO1 (10 marks)	AO2 (10 marks)	AO3 (20 marks)
1	0 - 8	Limited evidence of integrated study; limited application of concepts and methods; irregular use of terminology; frequent lapses in clarity; response may lack organisation	Limited awareness of how some of the most obvious choices in language, form, structure and vocabulary create basic meaning; superficial analysis of texts.	Limited awareness of the influence of contextual factors on the production and reception of texts; limited overview
2	9 - 16	Basic evidence of integrated study; basic use of key terminology, though may include some inaccuracy; basic understanding of concepts and methods; lapses in quality of written expression; straightforward organisation	Basic analysis of how language choices, form and structure affect meaning; awareness of key linguistic/ literary features; straightforward understanding of texts with some generalisation and simplification	Basic awareness of the influence of contextual factors on the production and reception of texts; basic overview
3	17 - 24	Some evidence of integrated study; reasonable use of terminology; some understanding of literary/linguistic concepts and methods, not always relevant; generally accurate and coherent written expression; clearly organised	Some analysis of how language choices, form and structure affect meaning, though may not always be sustained; sensible reading of texts; sensible reading of implicit meaning; sensible understanding of literary/ linguistic features	Sensible awareness of the influence of contextual factors on the production and reception of texts; sensible grasp of overview
4	25 - 32	Clear evidence of integrated study; purposeful use of terminology; clearly understands and applies relevant concepts and methods; accurate and coherent written expression; effectively organised and shaped response	Sustained analysis of how language choices, form and structure affect meaning; thoughtful reading of texts; secure reading of implicit meaning; sound understanding of literary/linguistic features	Sound awareness of the influence of contextual factors on the production and reception of texts; secure grasp of overview
5	33 - 40	Thorough knowledge, understanding and insights gained from integrated study; sophisticated and purposeful application of concepts and methods; apt textual support; accurate and precise use of terminology; effectively organised response, utilising an academic style and register; confident and fluent expression	Perceptive analysis of how language choices, form and structure affect meaning; mature and assured reading of texts; confident understanding of and appreciation of writers' techniques	Confident evaluation of impact of contextual factors in shaping the production and reception of texts; confident grasp of overview