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English Literature AS and A Level

The Color Purple

Activity Pack
for AS and A Level English Literature

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Teacher's Introduction

This Activity Pack has been designed for teachers and students who are working towards AS and A Level Pearson Edexcel English Literature (9ET0) and A Level AQA A English Literature. It can also be adapted for A Level WJEC English Language and Literature. It has been written with the intention of assisting both in-class and independent study of Alice Walker's *The Color Purple*, with a primary focus on planned sessions that can be 'picked up and dropped' as needed.

Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

The resource is structured with two main activity sections followed by essay questions **(Essay Practice)**. The first section **(Walk-through Activities)** focuses on activities to accompany reading in class, and the second section **(The Text as a Whole)** focuses on textual analysis to aid the students in their understanding of the main themes and characters and provides the opportunity to explore textual analysis as a whole. The activities have been designed to allow for discussion topics for group work, independent study and revision.

Activities that embed and encourage pastoral care have also been developed with the safeguarding of learners in mind. As *The Color Purple* is quite a 'hard-hitting' text, there may well be elements that can be potentially triggering and upsetting for learners. There is also the opportunity to encourage learners to think about wider societal issues both in the past and the present.

How to best use the Activity Pack

The resource is intended to guide both classroom and independent study of *The Color Purple* in a way that encourages the skills and knowledge required for the exams. The **Walk-through Activities** have been designed in a lesson plan format, but elements can be picked up and adapted as needed. The resource is best used as a basis for formative assessments, independent study and to guide and encourage group discussions.

Quotations and signposting to further reading (citations) used to illustrate key themes, characterisation and relationships between characters are included on a section-by-section basis with the relevant page numbers.

There is a variety of paired, small-group and full-class collaboration activities. There are also activities that can be adapted for self-study or revision. Any activities that may be adapted for such will be indicated throughout, but, of course, how these activities are best used is up to you. All activities note an approximation of time taken. Some activities are planned for a full session but pieces can be picked up and dropped for other sessions.

Materials required are listed to allow for appropriate planning, e.g. booking an IT suite.
There are some instances where you can select an 'either/or' approach, i.e. instead of using a whiteboard, learners may wish to use the following tools:

- **https://www.mural.co/** – an online collaborative workspace designed to facilitate visual thinking, brainstorming, and teamwork.
- **https://padlet.com/** – an online collaborative workspace designed to facilitate visual thinking, brainstorming, and teamwork.
- **https://nearpod.com/** – interactive slides that can be learner- or teacher-paced.

The relevant assessment objectives are signposted throughout, alongside a checklist at the end of each activity to make embedding aims and objectives easier.

It is also worth noting that due to the sensitive and potentially upsetting nature of the text, some activities aim to encourage the ability to embed pastoral care where possible.

Version of the text

The following version of *The Color Purple* has been used:
The Color Purple by Alice Walker (ISBN 13: 978-1474625586)

September 2025

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Selected Pages Only

This sample shows a limited selection of pages.

Specification Information

Assessment objectives and exam board specifications:

The assessment objectives set by Ofqual will apply to all AS and A Level English Li
such, are used by all exam boards (***GCE Subject Level Guidance for English Litera***
The cross-exam board assessment objectives are as follows:

- **AO1:** Articulate informed, personal and creative resp s to literary texts, u terminology, and coherent, accurate written expression.
- **AO2:** Analyse ways in which meanin shaped in literary texts.
- **AO3:** Demonstrate understa the significance and influence of the co are written and rec
- **AO4:** F connections across literary texts.
- **AO5:** E literary texts informed by different interpretations.

Please note: throughout the resource all assessment objectives (AOs) refer to the as outlined in the GCE Subject Level Guidance. Any specific deviations will be no

Assessment weightings for Pearson Edexcel English Literature (9ET0):

Table 1: *Assessment Objective Weightings for Pearson Edexcel English Literature*

Assessment Objective	%
AO1	
AO2	
AO3	
AO4	
AO5	
Total	

* Som

Assessment weightings for AQA A Level English Literature A (7711, 7712)

Table 2: Assessment Objective Weightings for AQA A Level English Literature A (77

Assessment Objective	% in Paper 1	% in Paper 2
AO1	14	14
AO2	12	12
AO3	12	12
AO4	6	6
AO5	6	6
	50%	50%

NOTE! ***The Color Purple*** **is a part of the NEA prohibited texts, meaning that stu**
The Color Purple **for non-exam assessment as the text will appear on th**

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**What do the learners specifically need to focus on in regard to *The Color*
Both AQA A and Edexcel specifications use *The Color Purple* as a set text with que
'Texts in share contexts'.

- For AQA A, *The Color Purple* comes under Section 4.2 (A Level Paper 2) – Tex
  Option 2B: Modern times: literature from 1945 to the present day.
- For Edexcel, *The Color Purple* comes under Component 2: Prose. Students a
  texts from a chosen theme.
- Both AQA A and Edexcel exams are open bo k, a lo ng the students to refe

The chosen theme for Edexcel is 'chil hood' whereas the themes covered by AQA
legacy of wars; persona so ial identity; changing morality and social structu
ethnicity; p up eval and change; resistance and rebellion; imperialism, p
engagemen he social, political, personal and literary issues which have he
the 20th century and the early decades of the 21st century.'

Learning aims and the assessment objectives covered by this resource:
The purpose of this resource is to encourage students to develop and demonstra

- Creation of robust and comprehensive academic responses to literary texts,
  and terminology throughout
- Sound analyses of how meaning is shaped in literary texts through the use o
- A well-rounded understanding of historical and cultural contexts surroundin
  as how critical responses by readers may change over time
- Comparisons made between literary texts and help illuminate the continuities
  different works

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Activities Overview

The following tables (pages 4–12) highlight which activities cover which assessment objectives to serve skill set for the learners.

Background and Context Activities

Activity	AOs Addressed	Materials Needed	
1. Alice Walker's Life and Themes	AO4, AO5	Pen and notebook/laptop	**For everyone:** Provide students with **For a challenge:** Encourage students particular scenes or themes in the n
2. Epistolary Form and Narrative Structure	AO1, AO2	Pen and notebook/laptop	**For everyone:** Provide scaffolded se letters because…' **For a challenge:** Ask students to co narrative style, and explore the imp
3. Critical Reception Debate	AO3, AO4, AO5	Pen and notebook/laptop	**For everyone:** Provide quotes from
4. Historical and Cultural Context Research	AO3, AO4, AO5	Pen and notebook/laptop, Internet access or access to library	**For everyone:** Guide students to spe **For a challenge:** Encourage students literature or historical documents fr
5. Character Study through Di	AO1, AO2	Pen and notebook/laptop	**For everyone:** Provide a specific let **For a challenge:** Allow students to c over the course of the novel.
6. Creative w in Epistolary Form	AO1, AO2	Pen and notebook/laptop	**For everyone:** Provide a template a **For a challenge:** Allow students to se character's voice authentically.
7. Timeline of Social Change	AO1, AO2, AO3	Pen and notebook/laptop, Internet access or access to library	**For everyone:** Provide key points fo **For a challenge:** Encourage students have affected African American com
8. Gender Roles and Feminist Theory	AO2, AO3, AO5	Pen and notebook/laptop, Internet access or access to library	**For everyone:** Provide a list of key c with men. **For a challenge:** Ask students to app the text as a whole.
9. Visual Representation of Themes	AO1, AO2	Pen and notebook/laptop	**For everyone:** Provide examples of **For a challenge:** Ask students to foc in their collages.
10. Exploring Controversy through Critical Reading	AO3, AO4, AO5	Pen and notebook/laptop, Internet access or access to library	**For everyone:** Provide a detailed es **For a challenge:** Ask students to for social or historical implications.

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Walk-through Activities

Outline of Activity	AOs Addressed	Materials Needed
Exploring Identity and Voice in *The Color Purple* (Letters 1–1[illegible])	O[illegible], O2	Copies of *The Color Purple* (Letters 1–1[illegible] Paper and pens/pencils **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPo[illegible] A3 and A4 paper; art supplies (crayons, colou[illegible]
Exploring P[illegible] Identity and Transformation in *The Color Purple* (Letters 13–18)	AO1, AO2, AO5	Copies of *The Color Purple* (Letters 13-[illegible] Paper and pens/pencils **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPo[illegible] A3 and A4 paper; art supplies (crayons, colou[illegible]
Analysing Growth, Relationships, and Social Structures in *The Color Purple* (Letters 19–27)	AO1, AO2, AO5	Copies of *The Color Purple* (Letters 19-[illegible] Internet access or research materials (optional fo[illegible] Paper and pens/pencils **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPo[illegible] A3 and A4 paper; art supplies (crayons, colou[illegible]
Analyse the Dynamics of Relationships, Identity, and the Evolving roles of Women in *The Color Pu[illegible]* Letters [illegible]	[illegible], AO2	Copies of *The Color Purple* (Letters 28-[illegible] **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPo[illegible] A3 and A4 paper; art supplies (crayons, colou[illegible] Venn diagrams (printed or drawn on the b[illegible] Sticky notes or index cards
Understanding Resistance and Identity (Letters 37–44)	AO1, AO2	Copies of *The Color Purple* (Letters 37-[illegible] **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPo[illegible] A3 and A4 paper; art supplies (crayons, colou[illegible] Printed Venn diagrams or blank paper for d[illegible] Sticky notes or index cards
Exploring Identity and Relationships (Letters 45–51)	AO1, AO2	[illegible]es of *The Color Purple* (Letters 45-[illegible] **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPo[illegible] A3 and A4 paper; art supplies (crayons, colou[illegible] Sticky notes or index cards
Exploring The[illegible] Re[illegible]ships (Le[illegible]70)	AO1, AO2	Copies of *The Color Purple* (Letters 52-[illegible] **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPo[illegible] A3 and A4 paper; art supplies (crayons, colou[illegible] Sticky notes or index cards

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Outline of Activity	AOs Addressed	Materials Needed
Analysing Transformation and Themes (Letters 71–77)	AO1, AO2	Copies of *The Color Purple* (Letters 71–77) **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint A3 and A4 paper; art supplies (crayons, coloured pencils) Sticky notes or index cards **Optional**: Audio recording equipment (for audio-based activities)
Engaging with Themes and Characters (Letters 78–85)	AO1, AO2	Copies of *The Color Purple* (Letters 78–85) **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint A3 and A4 paper; art supplies (crayons, coloured pencils) Printed character analysis sheets **Optional**: Audio recording equipment (for audio-based activities)
Exploring Themes and Character Development (Letters 86–90)	AO1, AO2, AO3, AO5	Copies of *The Color Purple* (Letters 86–90) **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint A3 and A4 paper; art supplies (crayons, coloured pencils) Printed character analysis sheets **Optional**: Audio recording equipment (for audio-based activities)

The Text as a Whole – Stand-alone Activities

Critical Reception

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Critical Review Analysis	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 2. Historical Presentation on Historical Context	AO1, AO3	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 3. Character Perspectives on Reception	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 4. Socratic Circle on Themes and Reception	AO1, AO3	Pen and notebook/laptop, Internet access or access to library
Activity 5. Visual Art Project: Cover Art and Reception	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 6. Podcast Review of Critical Perspectives	AO1, AO3	Pen and notebook/laptop, Internet access or access to library **Optional**: Audio recording equipment (for audio-based activities)
Activity 7. Criticism Workshop	AO2, AO3	Pen and notebook/laptop, Internet access or access to library

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Genre

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Genre Characteristics Analysis	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 2. Comparative Genre Study	AO2	Pen and notebook/laptop, Internet access or access to library
Activity 3. Role-playing as Literary [illegible]	AO1, AO3	Pen and notebook/laptop, Internet access or access to library
Activity 4. Visual Art Project: Genre Representation	AO1, AO3	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 5. Genre-based Creative Writing	AO1, AO4	Pen and notebook/laptop, Internet access or access to library
Activity 6. Audio Exploration: Genre in Discussion	AO1, AO4	Pen and notebook/laptop, Internet access or access to library **Optional**: Audio recording equipment (for audio-based activities)
Activity 7. Kinaesthetic Activity: Genre Walk	AO1, AO2	Pen and notebook/laptop, Internet access or access to library

Context

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Historical Context Research	AO1, AO2, AO3	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 2. Cultural Context Discussion	AO1, AO3	Pen and notebook/laptop, Internet access or access to library
Activity 3. Contextual Analysis of Themes	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 4. Comparative Context Study	AO2, AO4	Pen and notebook/laptop, Internet access or access to library
Activity 5. Visual Context Presentation	AO1, AO4	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 6. Podcast Exploration of Context	AO1, AO4	Pen and notebook/laptop, Internet access or access to library **Optional**: Audio recording equipment (for audio-based activities)
Activity 7. Cultural Role-play	AO1, AO2	Pen and notebook/laptop, Internet access or access to library

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Characterisation

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Character traits analysis	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 2. Character development	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library
Activity 3. Character perspective letters	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 4. Role-playing character interactions	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 5. Visual characterisation board	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 6. Comparative character analysis	AO2, AO4	Pen and notebook/laptop, Internet access or access to library
Activity 7. Podcast character profiles	AO1, AO3	Pen and notebook/laptop, Internet access or access to library **Optional**: Audio recording equipment (for audio-based activity)

Character Relationships

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Character Relationship Mapping	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 2. Dialogue Reconstruction	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 3. Socratic Circle on Character Relationships	AO1, AO3	Pen and notebook/laptop, Internet access or access to library
Activity 4. Character Comparison Charts	AO2, AO4	Pen and notebook/laptop, Internet access or access to library
Activity 5. Creative Role-playing: Character Interactions	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 6. Representation Relationships	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)

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Themes

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Theme Exploration Chart	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 2. Comparative Theme Analysis	AO2, AO4	Pen and notebook/laptop, Internet access or access to library
Activity 3. Thematic Socratic Seminar	AO1, AO3	Pen and notebook/laptop, Internet access or access to library
Activity 4. Visual Art Project: Thematic Collage	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 5. Character-themed Group Discussion	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 6. Podcast Episode on Themes	AO1, AO3	Pen and notebook/laptop, Internet access or access to library **Optional**: Audio recording equipment (for audio-based activity)
Activity 7. Thematic Role-playing Scenarios	AO1, AO2	Pen and notebook/laptop, Internet access or access to library

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Attitudes and Values

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Hot Seat: Character Interrogation (Active Role Play)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library
Activity 2. Group Presentation: Journeys and Transformation (Research and Presentation)	AO1, AO2, AO3, AO5	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 3. Flowchart of Power Dynamics (Interactive Mapping)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 4. Debate: Violence as a Means of Control (Class Debate)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library
Activity 5. Character Diary Entries (Creative Writing)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library
Activity 6. Timeline of Growth and Resilience (Chronological Visualisation)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library **Timeline** **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 7. Venn Diagram: Comparing Religion and Spirituality (Comparative Analysis)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library **Venn Diagram** **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 8. Paired Discussion: Family and Sisterhood (Think-Pair-Share)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library
Activity 9. Scene Re-enactment: Sofia's Confrontation (Drama and Analysis)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library
Activity 10. Letter to Celie (Empathy and Understanding)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library

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The Writer's Use of Language

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Epistolary Narrative Analysis: Group Activity and Presentation	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google Slides A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 2. Diagraphia: Rewriting Sexist Exercise	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 3. Hope and Letters as a Lifeline (Role Play)	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 4. Dialect and Representation: Think-Pair-Share	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 5. Symbolism of Clothing: Visual Timeline Creation	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google Slides A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 6. Clothing Symbolism: Group Role Play and Reflection	AO1, AO2	Pen and notebook/laptop, Internet access or access to library
Activity 7. Poster Presentation: Narrative and English as A Voice	AO1, AO2, AO3	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google Slides A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 8. Rewriting the Story: Symbolism in Clothing and Identity (Creative Writing)	AO1, AO2, AO5	Pen and notebook/laptop, Internet access or access to library
Activity 9. Group Artwork: Illustrating the Evolution of Letters	AO1, AO2	Pen and notebook/laptop, Internet access or access to library **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or Google Slides A3 and A4 paper; art supplies (crayons, coloured pencils)
Activity 10. Hot Seat: Celie's Clothing Journey (Role Play and Analysis)	AO1, AO2	Pen and notebook/laptop, Internet access or access to library

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Structure

Outline of Activity	AOs Addressed	Materials Needed
Activity 1. Multiple Narrators: Character Perspective Comparison	AO1, AO2	Pen and notebook/laptop, Internet access or access to li
Activity 2. Narrative Ga[illegible] Reader Inter[illegible] Ac[illegible]	AO1, AO2	Pen and notebook/laptop, Internet access or access to li
Activity 3. [illegible]-linear Chronology: Timeline Creation	AO1, AO2	Pen and notebook/laptop, Internet access or access to li **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or G A3 and A4 paper; art supplies (crayons, coloured pen
Activity 4. Interweaving Stories: Mapping Nettie and Celie's Journeys	AO1, AO2	Pen and notebook/laptop, Internet access or access to li **Optional**: Whiteboard and markers Laptop – presentation software such as Prezi, PowerPoint or G A3 and A4 paper; art supplies (crayons, coloured pen
Activity 5. Time Gaps and Development: Language Analysis	AO1, AO2	Pen and not[illegible] la[illegible]op, Internet access or access to li
Activity 6. Multiple Narrators: Role Play Activity	AO1, AO2	[illegible] and notebook/laptop, Internet access or access to li
Activity 7. Non-linear Chronology: Puzzle Exer[illegible]	[illegible]	Pen and notebook/laptop, Internet access or access to li **Optional**: A3 and A4 paper; art supplies (crayons, coloured
Activity 8. Cli[illegible]ve [illegible] Grou[illegible]	AO1, AO2	Pen and notebook/laptop, Internet access or access to li
Activity 9. T[illegible] Power of Letters: Letter Exchange Activity	AO1, AO2	Pen and notebook/laptop, Internet access or access to li
Activity 10. Interweaving Stories: Visual Collage	AO1, AO2	Pen and notebook/laptop, Internet access or access to li **Optional**: Whiteboard and markers Laptop – presentation soft[illegible]re such as Prezi, PowerPoint or G A3 and A4 [illegible] supplies (crayons, coloured pen

Essay Practice

Outline of Activity	AOs Addressed	Mate[illegible]
Exam-style Quest[illegible]	AO1, AO2, AO3, AO4, AO5	Pen and notebook/laptop,
Exter[illegible]ay [illegible]	AO1, AO2, AO3, AO4, AO5	Pen and notebook/laptop,

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Background and Context Activ

1. Alice Walker's Life and Them

Activity: Based on the background of Alice Walker provided, students should crea aspects of her personal life (e.g. childhood, education, civil rights activism) to the *The Color Purple* (racism, sexism, oppression).

For everyone: Provide students with key life events and themes to match.

For a challe nge: Encourage students to explore deeper connections between spe and particu lies or themes in the novel.

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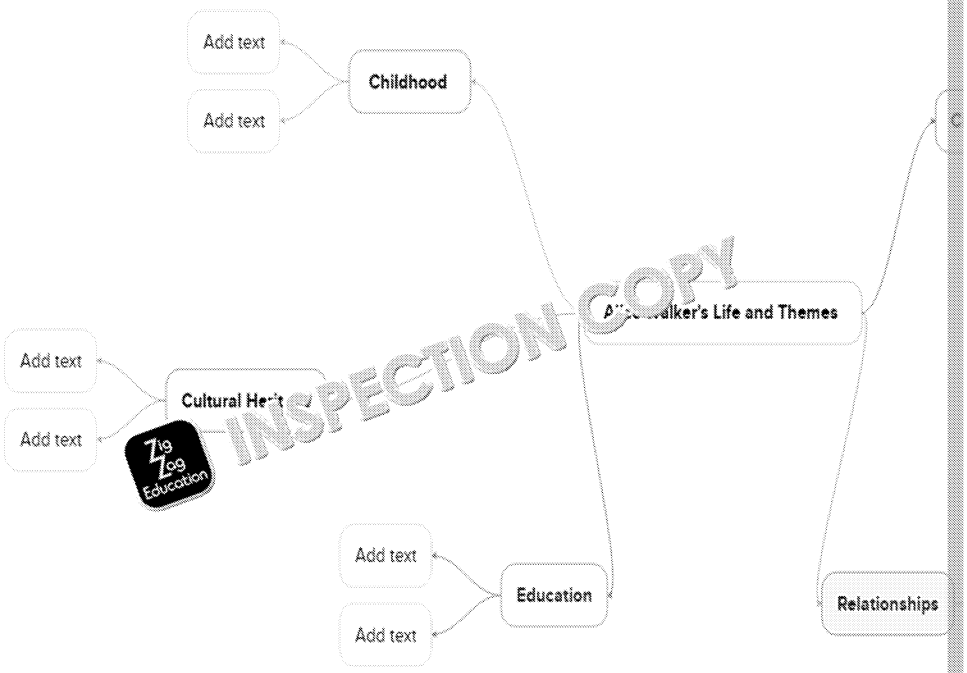

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About Alice Walker

Alice Walker stands out as a prolific author, celebrated for her remarkable achiev
Pulitzer Prize and the American Book Award[1] for her widely acclaimed novel, *The*
work catapulted her into literary prominence, but it is just one facet of her exten
penned other bestselling novels, including *The Temple of My Familiar* and *In Sea*
Her literary prowess extends across various genres, encompassing short stories,
essays, all of which have been translated into over 22 lan es.

Born on 9th February 1944, in Eatonton, Ge [2], Alice Walker emerged as the e
Walker and Minnie Tallulah Gr H early life was shaped by the challenges o
setting, as her parents w d sharecroppers, with her mother also earning e
Despite fac ve y early on, Walker's resilience and talent manifested from
incident, wi e was accidentally shot by one of her brothers, left her perma
This experience, coupled with the shame she felt about her facial disfigurement,
isolation, turning to reading and writing as a means of escape.

Growing up in a time of segregation, Walker's educational opportunities were lim
Baker High School. Her academic prowess earned her a full scholarship to Spelm
where she actively engaged in the African American civil rights movement. Later,
Lawrence College in New York, and as an exchange student, she travelled to Uga
authored *To Hell with Dying*, her first published short story, and *Once: Poems,* he
marking the beginning of her illustrious writing career.

Even after graduating in 1965, Walker continued her commitment to the civil rig
black voter registration drives in Georgia and Mississippi in 1965 and 1966. Her
Jewish civil rights lawyer, in 1967, resulted in the birth of a daughter (Rebecca W
divorce in the mid-1970s.

Walker's second novel, *Meridian*, del in the contentious issue of sexism wit
However, it was her 1982 no *he Color Purple*, which catapulted her to interna
most recognised wor

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[1] 'Alice Walker: Facts & Related Content' *Encyclopædia Britannica*.
[2] 'Alice Walker | Official Biography' alicewalkersgarden.com

2. Epistolary Form And Narrative St

Activity: Discuss the significance of the epistolary form used in *The Color Purple*. W
Walker have chosen this format?

For everyone: Provide scaffolded sentence starters for the discussion, such as 'W
letters because…'

For a challenge: Ask students to compare the form with other novels they have r
different narrative style, and explore the impact of the form on reader engageme

Activity Template: The Significance of the Epistolary Form in *The Color Pu*
This templat designed to guide your discussion on the use of the epistolary fo
Complete the prompts and questions below to explore why Alice Walker might h
impact on the reader.

Part 1: Scaffolded Sentence Starters
Use the sentence starters below to write about why Alice Walker might have cho
her novel:

1. Walker might have chosen letters because...
2. The letters help the reader understand...
3. Writing in the epistolary form allows Walker to...
4. The lack of an omniscient narrator makes the story feel...

Part 2: Comparative Analysis
For a deeper exploration, compare the epistolary form in *The Color Purple* with anot
a different narrative style (e.g. third-person omniscient or first-person narration). A

1. How does the epistolary form affect your understanding of Celie's experienc
   narrative style?
2. What is the impact of telling the story through letters rather than an omnis
3. How does this form influence the emotional connection between the read
4. Can you think of any challenges or advantages for the author in using this fo

Part 3: Reflection
Reflect on your discussion and analysis. Why do you think the epistolary form wa
way for Walker to tell Celie's story? Write a short paragraph summarising your th

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3. Critical Reception Debate

Activity: Divide the class into two groups. One group argues that *The Color Purpl* for its depiction of black women's lives; the other argues that it reinforces negati black men.

For everyone: Provide quotes from the text and critic ap ort their argumen You may use the following links:

- **zzed.uk/12801-guernica**
- **zzed.uk/12801-watkin**
- **zzed.uk/1 801**
- **zzed.u 1- or**

For a challenge: Allow students to independently research further criticism or pr enhance their debate.

Activity Template: Debate on *The Color Purple*

This template will guide you in preparing for a debate about the portrayal of cha Work in your assigned groups to develop arguments either supporting or criticisi women's lives and black men.

Group 1: Revolutionary for Depicting Black Women's Lives

Objective: argue that *The Color Purple* is revolutionary for its depiction of black w to support your argument:

1. Identify examples from the text that show empowerment, resilience, and so
2. Use quotes from critics who praise the novel's port f black women (e. the novel being 'impressive').
3. Explain how the novel challenges tr l stereotypes of women in the D

Group 2: Reinforces Stereotypes about Black Men

Objective: ha *Color Purple* reinforces negative stereotypes about bla support you nent:

1. Identify examples from the text that portray black men negatively (e.g. abusive
2. Use quotes from critics who have criticised the novel's portrayal of black me one-dimensional characters).
3. Consider how these portrayals could affect readers' perceptions of black me

For additional support, you may be provided with quotes and critical viewpoints. your own research to find further examples or critiques of the novel.

Reflection

After the debate, write a short reflection answering the following questions:

1. Which arguments did you find the most convincing, and why?
2. Did the debate change your perspective on the nov plain how.

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4. Historical and Cultural Context R

Activity: Assign students to research different aspects of the historical and cultur
(e.g. segregation, civil rights movement, feminism). They will then present how t
reflected in *The Color Purple*.

For everyone: Guide students to specific sources and sections of the novel.

For a challenge: Encourage students to draw connections between *The Color Pur*
literature or historical documents from the same period.

Activity Template: Exploring Historical and Cultural Context
This template will help you research and present how the historical and cultural c
reflected in the novel. Focus on key aspects such as segregation, the civil rights m

Part 1: Research
1. Choose one of the following topics to research:
   - Segregation and racial discrimination in the early twentieth century
   - The civil rights movement and its influence on Alice Walker
   - Feminism and the emergence of women's rights
2. Find information on how these topics are relevant to the time period in whic
   or written.

Part 2: Connecting Research to *The Color Purple*
1. Identify specific scenes, characters or themes in the novel that reflect the to
2. Use examples from the text to illustrate your points. Include quotes or desc
3. Explain how Alice Walker uses these historic/cultural aspects to enhance

For everyone: Use the sources and sections of the novel provided by your teache
Focus on understanding the parallel connections between the context and the nove

You may use the following links:
- **zzed.uk/12801-civil-rights**
- **zzed.uk/12801-munro**
- **zzed.uk.12801-race**

For a challenge: Draw connections between *The Color Purple* and other works of l
documents from the same period. Explore how similar themes are handled in diff

Part 3: Presentation
Prepare a short presentation (3–5 minutes) summarising your research and analys
1. Introduce your topic and provide a brief explanation of its historical/cultura
2. Explain how it is reflected in *The Color Purple*.
3. Conclude with your thoughts on why this aspect is important to the novel as

Part 4: Reflection
After completing your research and presentation, reflect on the following questio
1. How did understanding the historical and cultural context change your perso
2. What patterns did you find between the context and other works of litera

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5. Character Study through Dial

Activity: Choose one of Celie's letters and analyse how Walker's use of Black Engl understanding of her character. Consider how the dialect reflects Celie's social p emotional state.

For everyone: Provide a specific letter and some guid ions.

For a challenge: Allow students to ch t own letter and explore how Celie' changes over the course of th vel.

Activity Te e: Character Study through Dialect
This templat guide you in analysing how Alice Walker's use of Black English our understanding of Celie's character. Focus on how the dialect reflects her soc

Part 1: Guided Analysis (For everyone)
1. Read the specific letter chosen by your teacher: Letter __.
2. Use the following guiding questions to analyse the letter:
   - What do Celie's words tell us about her education or social backgroun
   - How does the use of dialect make her voice feel authentic or personal?
   - What emotions does Celie express in this letter, and how does the dial

Part 2: Independent Analysis (For a challenge)
1. Choose any of Celie's letters from the novel that you find interesting or sign
2. Analyse the letter by addressing the following points:
   - How does Celie's use of Black English (BE) re personal experien
   - How does Walker use the dialect to sho ges in Celie's character o
   - Compare this letter to othe vel. Can you identify any shifts i or perspective?

Part 3: Re n
Write a sho graph reflecting on how the use of Black English (BE) affects yo Celie as a character.

Consider these questions: How does the dialect make her voice unique? How do connection to her experiences?

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6. Creative Writing in Epistolary

Activity: Ask students to write a letter from the perspective of one of the charac
Purple that isn't Celie (e.g. Shug Avery, Nettie, Albert). This letter should reflect
thoughts and feelings at a key moment in the novel.

For everyone: Provide a template and suggestions fo ts to focus on.

For a challenge: Allow students to moment from the novel and encou
the character's voice authen

Activity Te e: Creative Writing in Epistolary Form
This activity guide you in writing a letter from the perspective of a character
Celie). Your letter should reflect the character's thoughts and feelings at a key m
write your response.

Part 1: Planning (For everyone)
Use this template to plan your letter. Choose a character and one of the suggest

Character: _____

Suggested moments:
- Shug Avery's arrival at Celie and Albert's house.
- Nettie writing about her experiences in Africa.
- Albert reflecting on Celie leaving him.
- Sofia's encounter with the mayor's wife.

Key emotions the character might feel: _____

Main events or details to include: _____

Part 2: Independent (For a challenge)
Choose any moment in the novel that you find significant. Plan yo
questions b

Character: _____

Key moment in the novel: _____

What thoughts or feelings will you explore? _____

What details from the novel will you include? _____

Part 3: Writing the Letter
Begin your letter. Remember to use the character's voice and consider their dial

Part 4: Reflection
After writing your letter, reflect on the following questio
1. How did you adopt the character's voice in y g?
2. What details from the novel helped an authentic letter?
3. What challenges did you fac ting from this perspective?

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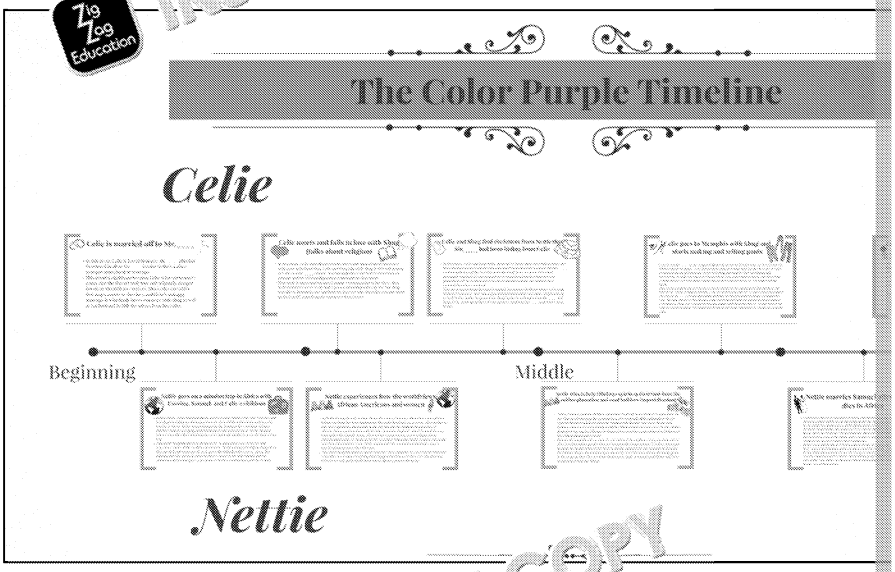
7. Timeline of Social Change

Activity: Based on the information provided, students should create a timeline th technological and cultural changes between the start and end of the novel (e.g. fr carts to cars).

For everyone: Provide key points for the students to place on the timeline.

For a challenge: Encourage students to add their own researched details about h would have affected African American communities.

Here is a sample timeline:



Activity Template: Creating a Timeline of Changes in *The Color Purple*

This activity will help you to create a timeline that tracks the social, technological the start and end of *The Color Purple*. Plan and write your timeline. Include deta impacted African American communities.

Part 1: Guided Timeline

Use the key points below to create your timeline. Place these events in chronolo about their significance:

- Use of horse-drawn carts
- Introduction of cars
- Limited educational opportunities for African Americans
- Growth of the civil rights movement
- Changes in gender roles and women's rights

Part 2: Independent Timeline

Research additional details about social, technological and cultural changes durin Add these details to your timeline, along with explanations of how these changes communities. Make notes on the following:

- Key events and changes to include
- Create your detailed timeline

Part 3: Reflection

After completing your timeline, reflect on the following questions:

1. What did you learn about the time period covered in *The Color Purple*?
2. How do the changes you tracked affect the characters and themes in the no
3. What connections can you make between these changes and broader histor

[3] Accessed from: **https://prezi.com/kbvwzgo7_ikt/the-color-purple-timeline/**

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8. Gender Roles and Feminist Th

Activity: Using the discussion of feminism and gender inequality from the backgr
identify how gender roles are challenged or reinforced in *The Color Purple*.

For everyone: Provide a list of key characters (e.g. Celie, Shug Avery, Sofia) and t

For a challenge: Ask students to apply feminist or womanist theory to their analy
and the text as a whole.

Activity Template: Gender Roles and Feminist Theory in *The Color Purple*
This activity guides you in analysing how gender roles are challenged or reinfo
Make notes and be sure to use examples from the text and feminist or womanist

Part 1: Guided Analysis
Use the list of key characters below to explore how gender roles are challenged o
Focus on their relationships with men and provide examples from the text.

Key characters:
- Celie
- Shug Avery
- Sofia

For each character, answer the following questions:
- How is this character treated by the men in her life?
- Does this character challenge traditional gender roles? How?
- What examples from the text support your analysis?

Part 2: Independent Analysis
Apply feminist or womanist theory to your analysis of the characters and text. Us
guide your analysis:
1. Choose two or more characters from the novel and describe how they intera
2. How does Alice Walker critique or reinforce gender inequality through these
3. How do feminist or womanist theories help you understand the challenges fa

Part 3: Reflection
After completing your analysis, reflect on the following questions:
1. How does *The Color Purple* contribute to discussions about feminism and ge
2. What new insights did you gain about the characters and themes in the nove

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9. Visual Representation of The

Activity: In groups, students create a poster or collage representing the major th
Purple (e.g. racism, oppression, gender inequality). They must include quotes an
specific letters from the novel to illustrate their points.

For everyone: Provide examples of themes and key s fo inspiration.

For a challenge: Ask students to fo m e abstract representations, and to i
viewpoints in their collages

Activity Te e: Visual Representation of Themes in *The Color Purple*
This activity guide you in creating a visual representation (e.g. poster or colla
The Color Purple. Plan your ideas and make notes. Be sure to include quotes an
from the novel.

Part 1: Planning
Use the examples of themes and key scenes below to inspire your poster or colla
from the text that represent these themes.

Themes:
- Racism
- Oppression
- Gender inequality

Key scenes to consider:
- Celie's letters to God (Letters 1–5)
- Sofia's conflict with the mayor's wife
- Shug Avery's influence on Celie

Plan out your ideas and qu

Part 2: Pla
Focus on ab t representations of the themes in your poster or collage. Includ
to deepen your understanding of the text. Use the following prompts to guide yo
1. What symbols or images can represent the themes in *The Color Purple*?
2. How can quotes from the novel enhance your visual representation?
3. How do the themes connect to broader societal issues or historical contexts?

Part 3: Reflection
After completing your poster or collage, reflect on the following questions:
1. How does your visual representation illustrate the major themes of the nove
2. What challenges did you face in connecting the themes to specific quotes o
3. What did you learn about the themes in *The Color Purple* through this activit

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10. Exploring Controversy through Crit

Activity: Write a critical essay on the controversy surrounding *The Color Purple*, p
portrayal of black men. Use the information about critical reception and explore
depiction is justified by the context of the novel.

For everyone: Provide a detailed essay plan with key points to cover.

For a challenge: Ask students to formulate their own essay question, encouraging
wider social or historical implications.

Activity Title: Exploring Controversy through Critical Writing
This activity will guide you in writing a critical essay about the controversy surrou
particularly its portrayal of black men. Plan and write your essay. Be sure to refe
consider whether Walker's depiction is justified by the context of the novel.

Part 1: Planning
Use the following prompts to help plan your essay. Write your notes in the space

1. Introduction:
   - What is the controversy surrounding *The Color Purple*?
   - Briefly outline your argument (e.g. whether you believe Walker's portra
2. Main body:
   - Paragraph 1: Discuss examples from the novel that have led to criticism
     Include specific characters or scenes.
   - Paragraph 2: Explore the context of the novel. How do historical and so
     Walker's depiction?
   - Paragraph 3: Include critical perspectives. What do critics say about the
     agree or disagree?
   - Paragraph 4: Address counter arguments. Are there positive representa
3. Conclusion:
   - Summarise your argument. Do you believe the controversy is justified?

Part 2: Writing Your Essay
Use your plan to write your essay. Begin with an introduction, followed by your m
conclude with a summary of your argument.

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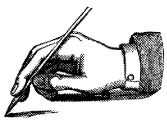

Walk-through Activities

Letters 1–12 (pp. 1–21)

Classroom Activity: Exploring Identity and Voice in *The Color Purple* (Lett
Objective: Students will explore themes of identity, voice and oppression in the fi by Alice Walker. They will analyse how the epistolary form allows Celie to expres reflect on how her experiences shape her sense of self.

Materials Needed:
- Copies of *The Color Purple* (Letters 1–12)
- Paper and pens/pencils
- Chart paper or whiteboard
- Markers

Duration: 60–75 minutes

Activity 1. Warm-up Discussion (10–15 minutes)
Teacher Instruction: Begin with a brief discussion on the concept of an epistolary learners to make appropriate notes.

Exploring the Epistolary Form in *The Color Purple*
Answer the following questions to deepen your understanding of the epistolary fo
1. What is an epistolary novel?
2. How does writing in the form of letters affect the way a story is told?
3. How do you think writing letters might allow someone express their true thou
4. How does Celie's voice come through in her letters?
5. What emotions and thoughts does she express?
6. What does she reveal about her identity and circumstances through her writing?

Activity 2. Close Reading and Group Analysis (20–25 minutes)
Teacher Instruction: Divide the class into small groups and assign each group one from the first 12.

Instruct each group to conduct a close reading of their assigned letter(s) focusing
- **Celie's tone and voice:** *What emotions and thoughts does she express?*
- **The content of the letter:** *What does Celie reveal about her life, her identity*
- **The significance of the letter format:** *How does the format of a letter influen*

Ask groups to identify key quotes from their assigned letters that illustrate Celie's

Close Reading of Letters 1–2 in *The Color Purple*
In your group, conduct a close reading of the assigned letter(s). Focus on the foll
- **Part 1: Celie's Tone and Voice:** What emotions and thoughts does Celie expr Provide specific examples or quotes from the text that illustrate her tone and
- **Part 2: Content of the Letter:** What does Celie reveal about her life, her iden letter? Discuss how these revelations contribute to our understanding of her
- **Part 3: Significance of the Letter Format:** How does the format of a letter inf writes? Consider the intimacy and personal nature of letters in your discussi
- **Part 4: Key Quotes:** Identify key quotes from your assigned letter(s) that illus Explain why these quotes are significant to understanding her character.

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Close Reading and Group Analysis: Letters 3–4

These prompts will guide you in analysing Letters 3–4. Work with your group to c

- **Part 1: Celie's Tone and Voice:** What emotions and thoughts does Celie exp
- **Part 2: Content of the Letters:** What does Celie reveal about her life, her ide these letters?
- **Part 3: Significance of the Letter Format:** How does the format of a letter infl
- **Part 4: Key Quotes:** Identify key quotes from these letters that illustrate Cel the quotes and explain their significance.

Close Reading and Group Analysis: Letters 5–6

These prompts will guide you in analysing Letters 5–6. Work with your group to c

- **Part 1: Celie's Tone and Voice:** What emotions and thoughts does Celie exp
- **Part 2: Content of the Letters:** What does Celie reveal about her life, her ide these letters?
- **Part 3: Significance of the Letter Format:** How does the format of a letter infl
- **Part 4: Key Quotes:** Identify key quotes from these letters that illustrate Cel the quotes and explain their significance.

Close Reading and Group Analysis: Letters 7–8

This prompts will guide you in analysing Letters 7–8. Work with your group to co

- **Part 1: Celie's Tone and Voice:** What emotions and thoughts does Celie exp
- **Part 2: Content of the Letters:** What does Celie reveal about her life, her ide these letters?
- **Part 3: Significance of the Letter Format**: How does the format of a letter infl
- **Part 4: Key Quotes:** Identify key quotes from these letters that illustrate Cel the quotes and explain their significance.

Close Reading and Group Analysis: Letters 9–10

These prompts will guide you in analysing Letters 9–10. Work with your group to

- **Part 1: Celie's Tone and Voice:** What emotions and thoughts does Celie exp
- **Part 2: Content of the Letters:** What does Celie reveal about her life, her ide these letters?
- **Part 3: Significance of the Letter Format:** How does the format of a letter infl
- **Part 4: Key Quotes:** Identify key quotes from these letters that illustrate Cel the quotes and explain their significance.

Close Reading and Group Analysis: Letters 11–12

These prompts will guide you in analysing Letters 11–12. Work with your group to

- **Part 1: Celie's Tone and Voice:** What emotions and thoughts does Celie exp
- **Part 2: Content of the Letters:** What does Celie reveal about her life, her ide these letters?
- **Part 3: Significance of the Letter Format:** How does the format of a letter infl
- **Part 4: Key Quotes:** Identify key quotes from these letters that illustrate Cel the quotes and explain their significance.

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Activity 3. Group Presentations and Class Discussion (20–25 min

Have each group present their findings to the class.
As they share, write key points and quotes on chart paper or the whiteboard.

After each presentation, facilitate a brief class discussion:

- How does Celie's voice evolve over the first 12 letters?
- What challenges does she face, and how do they shape her identity?
- How does the letter format help Celie to cope with her circumstances?

Presentation Planning

Introduction: Use these prompts to plan your group's presentation. Organise you before sharing them with the class. Remember to focus on the main aspects of y voice, the content of the letter(s), and the significance of the letter format.

In this activity, you'll work in groups to present your close reading analysis to the groups, take detailed notes on the key points they raise. This is an opportunity to deepen your understanding of Celie's character and the use of the epistolary form

- **Group Members:** List the names of your group members.
- **Assigned Letter(s):** Which letter has / letters have been assigned to your gro
- **Celie's Tone and Voice:** What emotions and thoughts does Celie express in y Identify specific examples or quotes that illustrate her tone and voice.
- **Content of the Letter(s):** What does Celie reveal about her life, her identity, letter(s)? How do these details contribute to our understanding of her chara
- **Significance of the Letter Format:** How does the format of a letter influence Discuss the impact of the epistolary form on the storytelling.
- **Key Quotes:** List the key quotes you plan to share in your presentation. Expl important to understanding Celie's character and the themes of the novel.
- **Presentation Outline:** Organise your presentation, outlining the main poi section to plan the order in which your group members will speak and the to

Tips for Success:

1. Be an active listener: pay close attention to the presentations and note any n
2. Participate in the discussion: share your thoughts and ask questions during t
3. Connect the dots: try to link the points made in the presentations to the ove development in the novel.

Activity 4. Reflective Writing (15 minutes)

Ask students to individually write a short reflection on the following prompt:
Imagine you are Celie, writing a letter to God after the events of the first 12 lette feelings about your situation? What would you want to ask or say to God?

Encourage students to use Celie's voice and tone as they write their letters.

Activity 5. Sharing and Closing Discussion (10 minutes)

If time allows, invite a few students to share their reflective letters with the class

Conclude with a discussion on how writing can be a powerful tool for expressing with
difficult emotions.

Homework Extension

Ask students to write a letter from the perspective of another character in the no Mr. ___), responding to one of Celie's early letters. This will help students explo perspectives and deepen their understanding of the characters.

This activity helps students engage with the text on a personal level, encourages deeper understanding of the novel's themes of identity, voice and oppression.

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Classroom Activity: Exploring Power, Identity and Transformation in *The*
Objective: Students will analyse the themes of power dynamics, identity, and tra
The Color Purple. They will engage in group discussions, close reading, and creat
Celie and other characters navigate their changing circumstances.

Materials Needed:
- Copies of *The Color Purple* (Letters 13–18)
- Paper and pens/pencils
- Chart paper or whiteboard – *you may wish to use Mural or any other online*
- Markers
- **Optional:** Art supplies for creative extension (crayons, coloured pencils)

Duration: 60–75 minutes

Activity 1. Warm-Up Discussion (10–15 minutes)
Begin with a brief discussion on power and transformation. Ask students:
- What does it mean to have power or control in a relationship?
- How can someone change when they gain or lose power?

Transition to Celie's experience in letters 13–18:
Guiding Questions:
- How does Celie's situation with Mr. ___ reflect power imbalances?
- How do Shug Avery and Sofia play a role in reshaping Celie's understanding o

Write responses on the board / *Mural*, highlight key ideas students should look

Warm-up Discussion
Begin by discussing the concepts of power and transformation in relationships. A
a group, and jot down key points discussed.
1. What does it mean to have power or control in a relationship?
2. How can someone change when they gain or lose power?
3. How does Celie's situation with Mr. ___ reflect power imbalances?
4. How do Shug Avery and Sofia influence Celie's understanding of power?

Activity 2. Group Close Reading and Analysis (20–25 minutes)
Divide the class into small groups and assign each group a specific letter or pair o
Instruct each group to conduct a close reading of their assigned letter(s), focusing
- **Power dynamics:** How does power shift between characters (e.g. Celie, Mr.
- **Identity and self-worth:** How does Celie's perception of herself change in th
- **Character relationships:** What roles do Shug Avery and Sofia play in influenci

Provide guiding questions for each group to explore:
- How does Celie react to Shug Avery's arrival and influence?
- What impact does Sofia's strength and independence have on Celie's view of
- What signs of transformation are visible in Celie's actions or thoughts?

Each group should identify one key quote from their assigned letter(s) that repre
or identity.

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Group Close Reading and Analysis

In your assigned group, conduct a close reading of letters 13–18. Focus on the fo
power, identity and transformation in Celie's character.

1. Power Dynamics: How does power shift between characters like Celie, Mr. __
2. Identity and Self-worth: How does Celie's perception of herself change?
3. Character Relationships: What roles do Shug Avery and Sofia play in influenc
4. Key Quote: Identify a key quote that represents a shift in power or identity.

Activity 3. Creative Extension Activity (15 minutes)

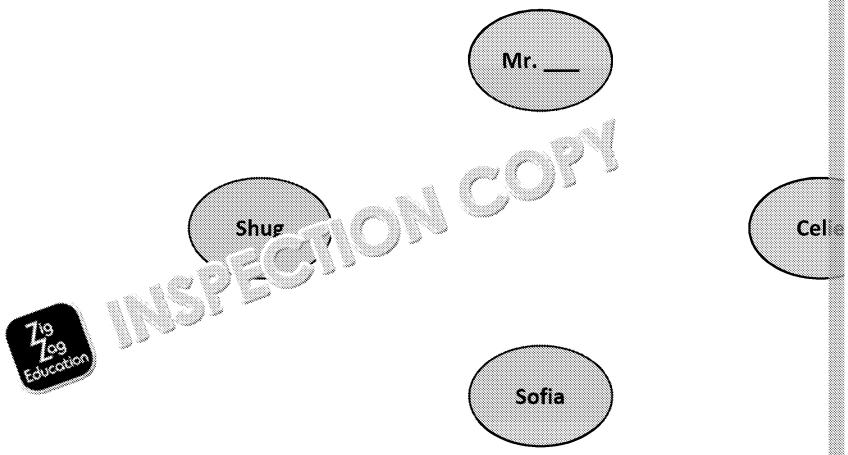
Option 1: Letter Writing (Celie's Voice)

Have students individually write a letter as if they were Celie after the events of L
letter, they should reflect on:

- *How they feel about Shug Avery*
- *How their relationship with Mr. ___ is changing*
- *What they hope for in the future*

Option 2: Visual Representation (Power Dynamics)

Ask students to visually represent the power dynamics between characters (Celie,
drawing a diagram or chart. They can use arrows, symbols or words to show how



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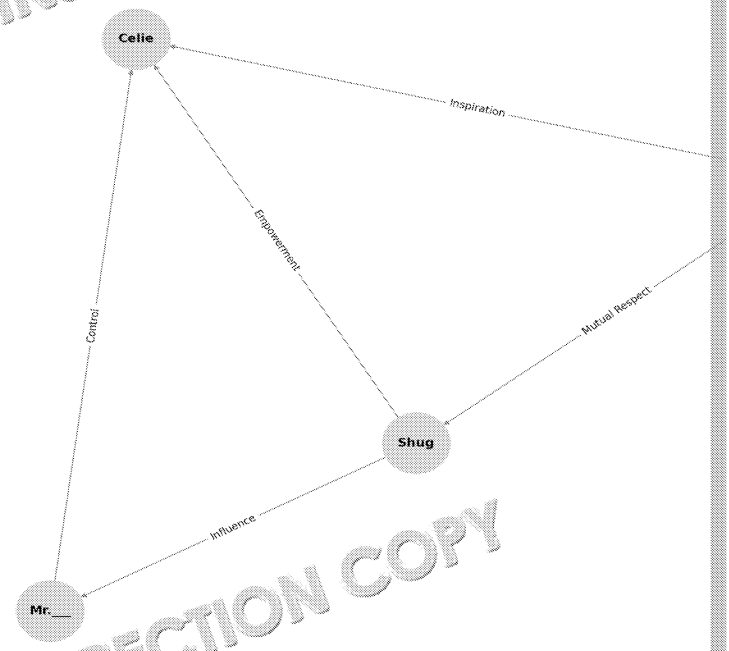
Creative Extension Activity: Letter Writing (Celie's Voice)
Imagine you are Celie, writing a letter after the events of Letter 18. In this letter, re
following questions:

1. How do you feel about Shug Avery?
2. How is your relationship with Mr. ___ changing?
3. What do you hope for in the future?

Visually represent the power dynamics between [illegible] (Celie, Mr. ___, Shug
chart. You may use arrows, symbols or [illegible] show how power shifts or is sha

Here is a template:



Activity 4. Wrap-up and Reflection (5–10 minutes)

Bring the class together for a brief reflection:

- How is Celie starting to change in these letters?
- What do you think is the biggest factor contributing to her transformation?

Wrap-up Reflection
Reflect on Celie's transformation in Letters 13–18. Write down your thoughts.

1. How is Celie starting to change in these letters?
2. What is the biggest factor contributing to her transformation?

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Classroom Activity: Analysing Growth, Relationships, and Social Structure (Letters 19–27)

Objective: Students will analyse key themes such as growth, interpersonal relatio (gender roles, race, and power) in Letters 19–27 of *The Color Purple*. Through a m work, and active learning, students will deepen their understanding of the novel's

Materials Needed:

- Copies of *The Color Purple* (Letters 19–27)
- Internet access for research materials (optional for homework)
- Paper, pens, pencils
- A3/A2 paper, or whiteboard
- Markers
- **Optional:** Laptops or tablets for research

Duration: 60–75 minutes

Activity 1. Warm-up: Quick Character Evolution (10–15 minutes)

Ask students to write down three sentences on the evolution of Celie, Harpo and Specifically, have them focus on:

- How Celie's understanding of herself or others is changing.
- How Harpo is responding to his strained relationship with Sofia.
- What Sofia's stance on gender and power reveals about her character.

After writing, students should turn to a partner and share their reflections.

Then, as a class, discuss the following questions:

- What evidence from the text shows that Celie is growing in confidence?
- How is Harpo's struggle with traditional gender roles affecting his relationshi
- How do Sofia's defiance against male control continue to challenge gende

Teacher's Note: Use this discussion to introduce the theme of social structures (e.g.

Activity 2. Group Research Activity: Exploring Historical Context

Objective: To explore the historical context of the novel and how societal structu twentieth century influence the characters' actions and interactions.

Instructions: Divide the class into small groups and assign each group a research topic researching or brainstorming about their topic and preparing to present their findings students to use laptops or tablets for research. If not, provide handouts with backgro

Topics:

- **Gender Roles and Expectations in Early Twentieth Century America:** How w to behave during this time? How does Harpo's struggle with Sofia reflect the
- **Race and Social Class:** What were the challenges faced by African Americans period? How do these challenges shape the experiences of Celie, Harpo and
- **Domestic Violence and Power in Marriage:** How were domestic violence and marriage viewed in society during this time? How do these ideas play out in Mr. ____, Harpo and Sofia?
- **Black Female Empowerment:** How do Sofia's actions reflect early movement empowerment? In what ways is Sofia a symbol of resistance against both ra

Group Presentation: After researching, each group will present their findings to t topic connects to events in Letters 19–27. Encourage students to provide examp

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Activity 3. Close Reading and Analysis: Letters 19–27 (20 minut

Objective: To analyse key passages from Letters 19–27 to understand character d dynamics, and power structures.

Instructions: Hand out specific excerpts from Letters 19–27 to each group. Have t the following questions, focusing on character growth and social structures:

Excerpt 1 (Celie and Harpo's discussion about Sofia)

- How does Celie's advice to Harpo reveal her own evolving understanding of r
- How does Harpo's response show his conflict with societal expectations of m

Excerpt 2 (Sofia's confrontation with the mayor's wife)

- How does this moment highlight Sofia's defiance against both racial and gen
- What does this reveal about the broader social structures that govern the liv

Excerpt 3 (Celie's growing reflection on her own situation)

- How do Celie's reflections in this section show her growing awareness of her

Each group will discuss their assigned passage and share their analysis with the cl insights on the board or chart paper to create a visual representation of the relati power dynamics, and social structures.

Activity 4. Creative Reflection: Write a Journal Entry (15 minutes

Instructions: Students will choose one character (Celie, Harpo or Sofia) and write that character's perspective, reflecting on the events of Letters 19–27.

Prompt: Imagine you are either Celie, Harpo or Sofia. Write a journal entry about 19–27. How do you feel about what happened? What are your thoughts about y characters? How are you dealing with societal expectations?

Encourage students to incorporate evidence from the text and historical context c

Sample Journal Entry

Sofia:

Today, I had to remind myself again just how strong I am. Harpo keeps trying to c into something I'm not. He wants me to be the kind of wife who bows her head a a mind of my own. I love him, I do, but love don't mean giving up who you are.

That fight we had today – it wasn't the first, and I doubt it'll be the last. He keeps that by raising his hand he can raise his power. But I'm not Celie, and I refuse to l he can beat me down. I told him, 'If you hit me, I'll hit you back,' and I meant it.

I can see it in his eyes sometimes – the way society has twisted him up inside. He controlling me. And maybe the world has told him that's the way it ought to be, b now, not ever.

It hurts, though, because I know he's struggling too. He wants to prove something But why does proving himself have to mean hurting me? Why can't we just stan

I think about Celie sometimes when I feel this mad. She's been through so much, strength about her. I see how Mr. ____ treats her, and it makes my blood boil to fight back. I know it isn't that simple for her. Still, I hope one day she'll find we're all just trying to find our own voices in a world that wants to keep us quiet.

For now, I'll keep fighting – for myself, for my kids, and for the kind of love that d Harpo will see that someday. Or maybe he won't. Either way, I know who I am, a away from me.

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Activity 5. Class Reflection and Discussion (5–10 minutes)

Objective: To consolidate the learning and reflect on key themes from Letters 19–

Instructions: End the lesson by holding a class discussion on the following questio

- How are societal expectations of gender and race affecting the characters' liv
- What signs of Celie's transformation are evident in these letters?
- How does Sofia challenge both racial and gender hier[illegible]ies in her interactio
- Encourage students to think about the relati[illegible]between the character[illegible] Write their ideas on the board for a [illegible]ary of the class's insights.

Homewo[illegible]ot[illegible] Extension)

Research P[illegible] Students will choose one of the social issues discussed (e.g. ge[illegible] domestic violence) and research how it has changed since the time of *The Color P*[illegible] write a brief report (1–2 pages) comparing the historical period of the novel with [illegible]

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Classroom Activity: Analyse the dynamics of relationships, identity, and s in *The Color Purple* (Letters 28–36)

Objective: Students will analyse the dynamics of relationships, identity, and the e Letters 28–36 of *The Color Purple*. They will engage in discussions, group work, a enhance their understanding of the text.

Materials Needed:

- Copies of *The Color Purple* (Letters 28–36)
- Whiteboard and markers
- Paper and supplies (coloured pencils, markers, etc.)
- Venn diagrams (printed or drawn on the board)
- Sticky notes or index cards

Activity 1. Character Mapping (30 minutes)

Group Activity: Divide the class into small groups and assign each group a charac Squeak, Harpo or Sofia) from Letters 28–36.

Each group will create a character map that includes:

- Key traits and behaviours of the character
- Significant quotes from the letters that illustrate these traits
- How the character's relationships with others evolve throughout the letters

Presentation: Groups will present their character maps to the class, highlighting t and significance in the narrative.

Character Mapping:

Work with your group to create a character map based on Letters 28–36 in *The C* below to guide your analysis. Be ready to present your findings to the class.

- **Part 1: Key Traits and Behaviours:** List the key traits and behaviours of the c define their role in the story?
- **Part 2: Significant Quotes:** Identify quotes from the letters that illustrate the Include the letter number and explain the significance of each quote.
- **Part 3: Relationships and Development:** How do this character's relationship Letters 28–36? Consider their interactions with others.
- **Part 4: Reflection:** Reflect on the character's development. What role does t narrative? Why is their journey significant?

Activity 2. Theme Exploration: Power and Control (30 minutes)

Individual Activity: Ask students to identify and write down the major themes pr (e.g. power dynamics, female agency, identity, resilience).

Discussion: In pairs, students will discuss how these themes manifest in the chara They should refer to specific events or quotes from the text to support their poi

Class Share: Each pair will share one theme and a supporting example with the c themes on the whiteboard.

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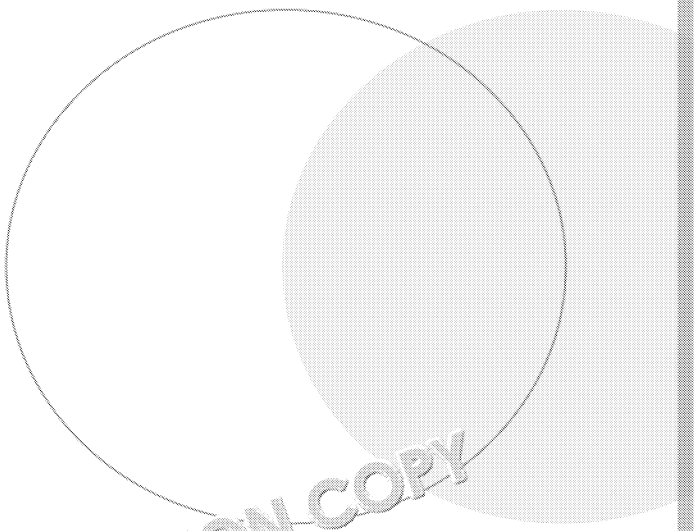
Activity 3. Venn Diagram Comparison (20 minutes)

Group Activity: In their small groups, students will create a Venn diagram compar
(e.g. Celie and Sofia, Celie and Squeak).

Focus Points: Students should consider:

- Similarities and differences in their experiences and responses to their circu
- Their views on power and autonomy
- How their relationships with men influence their identities

Presentation: Groups will present their Venn diagrams and discuss their findings with t



Activity 4. Creative Expression: Quilt Design (30 minutes)

Individual/Group Activity: Inspired by the symbolism of quilts in the novel, stude
square that represents a key theme or character from Letters 28–36.

Activity: Each student or group should:

1. Choose symbols, colours and images that convey their chosen theme or char
2. Create their quilt square using paper and art supplies.

Display: After completion, students can display their quilt squares in the classroo
the different elements/visuals of the quilt. The class is then to create a 'class qui
understanding of the text.

This particular design incorporates themes such as growth (the tree), resilience (b
(the circles), and personal voice (letters), which can be drawn from the novel's na

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Activity 5. Reflection and Discussion (20 minutes)

Class Discussion: Engage the class in a discussion about how the events in Letters
overall narrative of *The Color Purple*. Prompt questions could include:

- How do the relationships between the characters evolve?
- In what ways do the characters assert their identities and challenge societal
- What insights do these letters provide about the themes of power and resili

Individual Reflection: Have students write a brief reflection (1–2 paragraphs) on
section of the novel and how it relates to contemporary issues of identity and em

Reflection and Discussion: Letters 28–36

This section is designed to help you reflect on the events in Letters 28–36 of *The*
the overall narrative. Use the prompts below to guide your class discussion and i

Part 1: Class Discussion

Discuss the following questions as a class. Take notes on key points raised during

1. How do the relationships between the characters evolve in this section?
2. In what ways do the characters assert their identities and challenge societal
3. What insights do these letters provide about the themes of power and resili

Part 2: Individual Reflection

Write a brief reflection (1–2 paragraphs) on what you learned from Letters 28–36
prompts to guide your response:

1. How do the events in these letters shape your understanding of the charact
2. How do the themes of identity and empowerment relate to contemporary is

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The Text as a Whole – Stand-alone

Critical Reception

Activity 1. Critical Review Analysis

Objective: Analyse different critical reviews of *The Color Purple*.

Activity: Provide students with a selection of critical reviews (both positive and negative).

Output: Students will write a short narrative paragraph discussing how different reviews impact on the text and its themes.

Activity 2. Research Presentation on Historical Context

Objective: Understand the historical and cultural context of *The Color Purple*.

Activity: Research the socio-political climate during the 1980s when *The Color Purple* was published.

Output: Create a short presentation or poster discussing how this context impacts the novel.

Activity 3. Character Perspectives on Reception

Objective: Explore how characters might react to the critical reception of the novel.

Activity: Write a letter or diary entry from the perspective of a character regarding the critical reception.

Output: Present letters or diary entries to the class, fostering discussion.

Activity 4. Socratic Circle on Themes and Reception

Objective: Discuss how themes influence critical reception.

Activity: Engage in a Socratic circle discussing key themes and their connection to reception.

Output: Participate in the discussion, contributing insights.

Activity 5. Visual Art Project: Cover Art and Reception

Objective: Analyse how cover art reflects critical reception.

Activity: Analyse various covers of *The Color Purple* from different editions.

Output: Create a visual display with analyses of how design choices relate to critical reception.

Activity 6. Podcast Review of Critical Reception

Objective: Create an audio reflection on critical reception.

Activity: Produce a short podcast discussing critical reception, key reviews, and impact.

Output: Record and share podcast episodes, encouraging discussion on diverse opinions.

Activity 7. Literary Criticism Workshop

Objective: Familiarise students with literary criticism.

Activity: Analyse a passage from the novel through various critical lenses.

Output: Present analysis, explaining how the lens affects interpretation.

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Activity 1. Genre Characteristics Analysis

Objective: Identify and analyse the characteristics of the genre of *The Color Purp*

Activity: Research the features of the epistolary novel and how they are utilised i

Output: Students will create a chart listing the characteristics of epistolary novels, text that illustrate each feature.

Activity 2. Comparative Genre Study

Objective: Compare *The Color Purple* with another novel from the same genre.

Activity: Choose another epistolary novel (e.g. *The Perks of Being a Wallflower* by how both texts use the genre.

Output: Write a comparative essay (1–2 pages) discussing similarities and differe character development, and thematic exploration.

Activity 3. Role-playing as Literary Critics

Objective: Understand various critical perspectives on the genre.

Activity: Students will role-play as literary critics from different critical traditions (discussing *The Color Purple* as an epistolary novel.

Output: Each student or group will present their critical perspective, focusing on analysis of the text.

Activity 4. Visual Art Project: Genre Representation

Objective: Create a visual representation of genre characteristics.

Activity: Students will create a poster or visual artwork that encapsulates the key genre as demonstrated in *The Color Purple*.

Output: The visual representation should include illustrations, quotes and keywo

Activity 5. Genre Based Creative Writing

Objective: Create an epistolary piece inspired by *The Color Purple*.

Activity: Students will write a letter or series of letters from a character's perspec to the novel (e.g. empowerment, identity).

Output: Share their letters in small groups, discussing the choices they made in te

Activity 6. Audio Exploration: Genre in Discussion

Objective: Create an audio discussion on genre.

Activity: Students will record a podcast episode discussing the genre of *The Colo* and impact on the story.

Guiding Questions:

- How does the epistolary form enhance the reader's understanding of the ch
- What are the strengths and limitations of this genre in conveying the theme

Output: Students can share their podcast episodes with the class or in small grou

Activity 7. Kinaesthetic Activity: Genre walk

Objective: Engage physically with the genre concepts.

Activity: Set up different stations around the classroom representing various aspe character l diary entries, narrative voice).

Activity: Students will rotate between stations, completing activities that reflect each station (e.g. identifying examples, discussing the impact of form on content)

Output: Conclude with a class discussion reflecting on their insights from the ger

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Activity 1. Historical Context Research

Objective: Understand the historical context in which *The Color Purple* was writte

Activity: Research the socio-political climate of the early twentieth-century Ame such as racism, sexism, and economic hardship.

Output: Create a presentation or poster that highlights key historical events, mov influenced Alice Walker's writing.

Activity 2. Cultural Context Discussion

Objective: Explore the cultural influences on *The Color Purple*.

Activity: En a class discussion about the cultural practices and beliefs of A during the time period of the novel.

Guiding Questions:

- How do cultural traditions shape the characters' identities and relationships?
- In what ways does the novel reflect the struggles of African American wome

Output: Encourage students to take notes during the discussion to summarise ke perspectives shared.

Activity 3. Contextual Analysis of Themes

Objective: Analyse how context influences the themes of *The Color Purple*.

Activity: Students will choose a theme (e.g. female empowerment, racism, famil context informs this theme.

Output: Write a short essay (1–2 pages) that discusses the interplay between co in the novel.

Activity 4. Comparative Context Study

Objective: Compare the context of *The Color Purple* with another literary work.

Activity: Select a novel or play from a similar time period or with similar themes (*Watching God* by Zora Neale Hurston).

Output: Wri comparative analysis (1–2 pages) discussing how the contexts o themes and character development.

Activity 5. Visual Context Presentation

Objective: Create a visual representation of the context of *The Color Purple*.

Activity: Students will create a mind map or an infographic that explores various historical, social and cultural elements.

Output: Present the visual representation to the class, explaining how these con narrative and themes.

Activity 6. Podcast Exploration of Context

Objective: Produce an audio discussion on the context of *The Color Purple*.

Activity: Students will record a short podcast episode discussing the importance the novel.

Guiding Questions:

- How does the context of the novel influence the interpretation of the chara
- What role does Alice's personal background play in the writing of the novel?

Output: Sh episodes with the class or in small groups for further disc

Activity 7. Contextual Role-playing

Objective: Explore context through role play.

Activity: Students will role-play characters in a contextually relevant scenario, su the impact of racism or sexism in the community.

Output: After role-playing, students will reflect on how the context affects their ch

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Essay Practice

Exam-style Questions

1. Discuss the interactions of different genders and race in *The Color Purple* and studied. Consider the influence of historical context.

2. Explore the relationships between men and women in *The Color Purple* and have studied.

3. Compare and contrast the themes of childhood in *The Color Purple* and another

4. Examine the importance of evolving societal perspectives in two additional texts. Ensure that your response discusses how meanings are crafted within the texts. Your reply should involve one dramatic work and one prose piece.

Extended Essay Questions

1. In your two chosen texts, how do the writers portray the challenges and triumphs strive for independence?
   How do these portrayals reflect the social and historical contexts in which they

2. How does the theme of sacrifice compare to two other texts that you have studied
   Please include references to how the meanings are shaped in the texts you a

3. How do changing societal attitudes influence the meanings in two other texts th
   Please include references to the texts in your comparison.

4. In what ways do the authors of your two selected texts use their writing techniques elicit sympathy from the reader?
   Please include in your answer an analysis of the authors' methods, connections relevant contextual factors.

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Activities for Pastoral Care

Activity 1. Reflective Letter Writing: Letters to Self

Objective: To encourage self-reflection and promote emotional well-being by allo
thoughts and feelings.

Writing Activity: Ask students to write a letter to themselves, just as Celie writes
The letter should address how they feel about a current challenge, a recent achie
the future.

Optional Sharing: Allow students to share their letters with a trusted peer or kee

Reflection: Encourage students to reflect on the experience of writing to themsel
whether it brought them comfort.

Benefit for Pastoral Care: This activity helps students process their emotions in a
way, promoting self-awareness and emotional resilience.

Activity 2. Creating a Support Network Map

Objective: To help students identify and appreciate the people in their lives who s
finds support in Nettie, Shug and Sofia.

Map Creation: Ask students to create a 'support network map' by drawing them
placing the names of supportive people around them (e.g. friends, family, teache

Discussion: Discuss the importance of having a support network and how each pe
to their well-being.

Optional Extension: Students can add symbols or words that represent how each
'encourages me', 'listens to me').

Benefit for Pastoral Care: This activity encourages students to recognise the peop
gratitude and a sense of appreciation.

Activity 3. Building Resilience through Storytelling

Objective: To use storytelling as a tool for developing resilience, inspired by the ch

Storytelling Activity: Ask students to think of a time when they faced a difficult c
They will share this story with a partner or small group, focusing on what helped t

Class Reflection: After sharing, discuss what resilience means and how each stude
resilience. Highlight common themes such as perseverance, support, and positive

Benefit for Pastoral Care: Storytelling allows students to reflect on their own resi
and helping them see challenges as opportunities for growth.

Activity 4. Identity Collage: Who Am I?

Objective: To help students explore their identity, inspired by Celie's journey of s

Collage Creation: Provide students with magazines, coloured paper and marker p
represents different aspects of their identity (e.g. their interests, dreams, culture,

Class Exhibition: Allow students to share their collages if they are comfortable, ex
and symbols which

Reflection: Discuss how identity is not fixed and can change over time, just as Cel
the novel.

Benefit for Pastoral Care: This creative activity helps students explore their sense
acceptance and pride in who they are.

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Activity 5. Silent Communication: The Power of Unspoken Supp

Objective: To explore the power of silence and non-verbal support, inspired by C unspoken emotions.

Partner Activity: In pairs, students sit back-to-back and share a moment of silent hands or simply sit in silence, focusing on being present for each other.

Discussion: After the exercise, discuss how it felt to sit in silence with someone a communication can convey support and understanding.

Extension: Talk about ways to support friends or family members who may not be

Benefit for Pastoral Care: This activity teaches students about the importance of support, even without words, fostering empathy and emotional intelligence.

Activity 6. Gratitude Journal Inspired by Nettie's Letters

Objective: To foster a positive outlook by reflecting on the good things in student letters that highlight her appreciation for her experiences in Africa.

Journal Activity: Ask students to write three things they are grateful for each day, Nettie's ability to find beauty in her surroundings despite challenges.

Sharing Option: Allow students to share one thing they are grateful for with the c

Reflection: After a week, reflect on how keeping a gratitude journal made studen positive impact on their mood.

Benefit for Pastoral Care: Gratitude journaling helps students shift their focus fro ones, promoting mental well-being.

Activity 7. Supportive Letter Exchange: Positive Affirmation

Objective: To promote a positive classroom environment by encouraging student by the supportive relationship between Celie and Nettie.

Letter Writing Activity: Ask students to write a positive letter to a classmate, focu qualities they admire. Letters can be anonymous if preferred.

Exchange: Have students exchange their letters and take time to read what has b

Reflection: Reflect on how it feels to receive positive words from others and how around us.

Benefit for Pastoral Care: This activity encourages students to recognise and cele promoting kindness, empathy, and positive relationships.

Activity 8. 'Empowerment through Action' Goal-setting

Objective: To encourage students to set goals for personal empowerment, inspire to independence.

Goal-setting Activity: Have students set a personal goal related to their well-bein to develop. Encourage them to make it a goal that helps them feel more empowe class, practising self-care).

Action Plan: Students create a step-by-step plan to achieve their goal, including s potential challenges they may face.

Check-in: Set a future date to check in with students about their progress, offerin

Benefit for Pastoral Care: This activity helps students take actionable steps towar promoting independence, confidence and resilience.

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Indicative Content

Background Activities

Activity 1: Sample Answer: Alice Walker's Life and Themes

Mind map: Linking Alice Walker's life to themes in *The Color Purple*

1. **Childhood in poverty (racism, oppression)**
   Alice Walker grew up in rural Georgia, where her family worked as sharecroppers. H
   racism in the segregated South influenced [illegible] loyal of Celie and other character
   For example, Celie's lack of education reflects the limited opportunities available to
2. **Trauma and isolation ([illegible] resilience)**
   Walker's injury at [illegible] which left her partially blind, made her feel isolated, and s
   Similar[illegible] *Color Purple*, Celie's letters become her way of expressing her thoug
   experien[illegible] both Walker and Celie show resilience in the face of hardship.
3. **Involvement in the civil rights movement (racism, power)**
   Walker was involved in the civil rights movement, which inspired her to explore the
   novel. Sofia, for example, fights back against the expectations placed on her as a bla
   and defiance seen in many activists of Walker's time.
4. **Education and writing (empowerment, feminism)**
   Walker's education at Spelman and Sarah Lawrence College gave her the chance to g
   feminist ideas. In *The Color Purple*, Shug Avery represents these feminist ideals thro
   confidence, inspiring Celie to find her own voice.
5. **Intersectionality and womanism (sexism, solidarity)**
   Walker created the term 'womanism' to highlight the struggles of black women. Th
   where the strong bonds between women like Celie, Shug and Sofia help them to ove
6. **Global awareness (cultural identity, liberation)**
   Walker's travels to Uganda gave her a broader view of the world. In *The Color Purple*,
   struggles of African Americans to those of African communities, showing how cultur

Activity 2: Sample Answer: The Significance of the Epistolary Form in *The Color Purple*

Part 1: Scaffolded sentence starters

1. Walker might have chosen letters because they make Celie's story feel personal and
   deepest thoughts and feelings.
2. The letters help readers to understand Celie's struggles and her journey to becom
   Writing to God and Nettie allows Celie to express herself freely.
3. Writing in the epistolary form allows Walker to show how Celie changes over time. A
   she gains confidence and finds her voice.
4. The lack of an omniscient narrator makes the story feel more real and direct. It help
   experiences as if they are hearing them first-hand.

Part 2: Comparative analysis

1. The epistolary form affects my understanding of Celie's experiences by making them
   compared to a third-person narrator. In *The Color Purple*, we hear Celie's own voice,
   and happiness.
2. Reading the story through letters creates a stronger connection with Celie. It feels li
   with the reader, which makes her experiences more powerful.
3. This format makes it easier to feel close to the characters because we see their thoug
   outside judgement or explanation.
4. One challenge of the epistolary form is that we only know what the character writes,
   perspective. However, this makes the story feel more focused and personal.

Part 3: Reflection

The epistolary form is the best way for Walker to tell Celie's story because it lets the reader
very personally. The letters show how Celie changes and grows stronger over time. Th
feel closer to her journey, which makes the story more emotional and powerful. By using
important it is to have a voice and tell your own story.

[4] **https://blackfeministcollective.com/2020/11/14/alice-walker-womanist-movement/**
[5] **https://news.uga.edu/alice-walker-inaugural-delta-visiting-chair-1015**

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Activity 3: Critical Reception Debate

Group 1: Revolutionary for depicting black women's lives

1. **Examples of empowerment, resilience and solidarity**
   - *The Color Purple* shows black women like Celie, Shug and Sofia as strong and r oppressed character but grows into a confident and independent woman who t
   - The relationships between women in the story, like Celie and Shug's friendship, importance of female support and solidarity.
2. **Quotes from critics praising the novel**
   - Mel Watkins called *The Color Purple* 'i es. , especially for its honest look a
   - In an interview with *Guerr* e, Alice Walker said she wanted to give a silenced and celeb rength.
   - The l traditional ideas about women in the Deep South by show ra n weak and submissive.
3. **Challeng stereotypes**
   - Shug Avery challenges societal expectations by being bold, confident and indep dominate her, showing a strength that was rarely seen in portrayals of black wo
   - Celie's decision to leave Mr. ___ and live life on her own terms shows women t

Group 2: Reinforces negative stereotypes about black men

1. **Examples of negative portrayals**
   - Many black male characters in the novel are shown in a bad light. Mr. ___ is vi struggles with insecurity and tries to dominate Sofia but fails.
   - These portrayals could make the men seem one-dimensional, focusing only on
2. **Quotes from critics criticising the novel**
   - An article in *The New York Times* in 1986 argued that the book reinforced harm showing them as violent and irresponsible.
   - Trudier Harris criticised how the book's popularity among white audiences might negative traits as typical of black men.
3. **Impact on readers' perceptions**
   - The repeated negative depictions m could lead readers to think these especially those who don' n about black communities.
   - While the novel h men's struggles, it could have shown a more bala

Reflection

1. **Which a nts were most convincing, and why?**
   The argument that *The Color Purple* is revolutionary for its portrayal of black women The examples of female empowerment, such as Celie finding her strength with the h the novel uplifts women's stories in a powerful way.
2. **Did the debate change your perspective on the novel? Explain how.**
   The debate helped me see both sides. I still admire how the novel celebrates black w but I now understand how the portrayal of black men could reinforce stereotypes. T stories can affect readers' views and the importance of balance in representation.

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Activity 4: Exploring Historical and Cultural Context

Part 1: Research

Topic: Segregation and racial discrimination in the early twentieth century

Segregation in the early twentieth century was a system of laws and customs that enforce the Southern United States. Black people faced discrimination in education, employment, by Jim Crow laws. This era saw violence, such as lynching, and systemic inequality design economically and socially oppressed.

Topic: The civil rights movement and its influence on Alice Walker

The civil rights movement, from the 1950s to the 1960s, aimed to end segregation and ra Martin Luther King Jr. and Rosa Parks in activism, and Alice Walker herself participa the 1960s. Her experiences with the movement shaped her understanding of resistance, struggles for justice and dignity.

Topic: Feminism and the emergence of women's rights

Feminism, particularly the second wave in the 1960s and 1970s, fought for gender equali employment, and personal freedoms. Alice Walker's concept of 'womanism' highlighted women. Feminist ideals are central to *The Color Purple*, where characters like Shug Avery gender roles.

Part 2: Connecting research to *The Color Purple*

Segregation and racial discrimination

- In *The Color Purple*, the impact of segregation is reflected in characters' lives, such as white mayor and his wife. Sofia's resistance to their dominance highlights the racial
- The novel's rural setting captures the economic struggles of black families, such as C sharecroppers, echoing the systemic poverty imposed on African Americans during s

The civil rights movement

- Although set before the peak of the civil rights movement, the novel portrays charac their personal lives, reflecting the spirit of resistance seen in the movement. For ex white societal expectations mirrors the defiance of activists like Rosa Parks.
- Walker's personal involvement in civil rights activism influences the theme of empow

Feminism and women's rights

- The novel's feminist themes are evident in Shug Avery's independence and Celie's jo Shug defies traditional gender roles by living life on her own terms, while Celie trans a self-reliant woman.
- Sofia challenges both racial and gender expectations by asserting her strength and re husband, Harpo, or the white community.

Part 3: Presentation

Topic: Feminism and women's rights

1. **Introduction:**
   Feminism in the early twentieth century focused on the fight for gender equality, wh expanded to issues such as reproductive rights and workplace equality. Alice Walker on the experiences of black women, combining themes of race and gender.
2. **Reflection in *The Color Purple*:**
   - Shug Avery represents feminist ideals through her independence and sexual fre
   - Celie's transformation from a voiceless victim to a confident woman symbolises
   - Sofia challenges traditional roles by asserting her strength and refusing to subm
3. **Conclusion:**
   Feminism and women's rights are vital to the novel because they highlight the strugg by the female characters. Walker uses their journeys to show the importance of pers among women.

Part 4: Reflection

1. **How did understanding the historical and cultural context change your perspective**
   Learning about the historical context made me appreciate how Alice Walker used the faced by black women. For example, Sofia's defiance and Celie's growth highlight ho gender oppression.
2. **What connections did you find between the context and other works of literature**
   The novel reminds me of other works like *To Kill a Mockingbird*, which also addresse though it focuses more on white perspectives. Similarly, *Beloved* by Toni Morrison e trauma and identity, linking to the experiences of characters like Celie and Sofia in T

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.