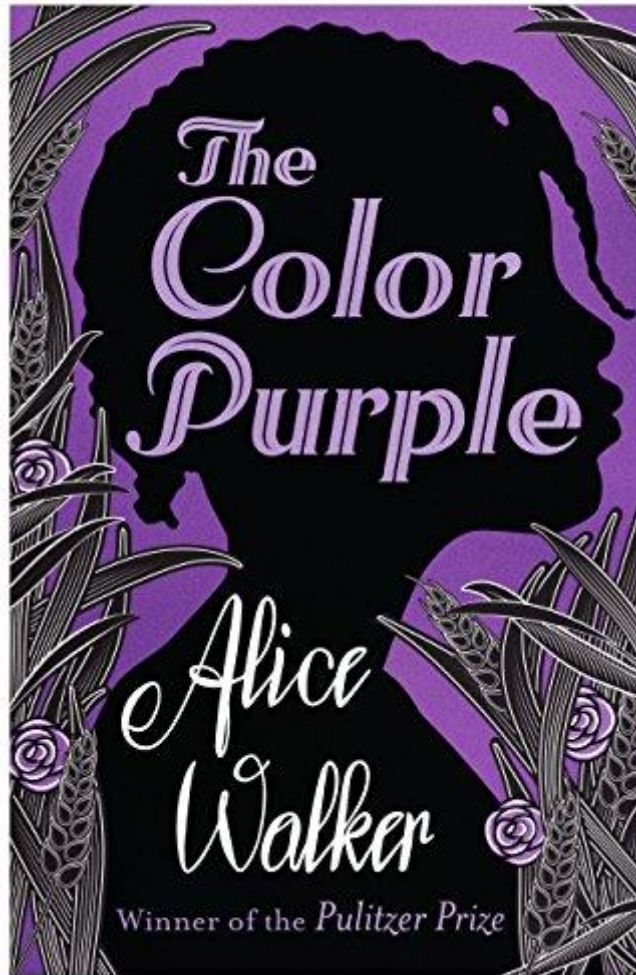


# Year 12: 'The Color Purple' Home Learning



Year 12, here are your tasks for 'The Color Purple' to be complete by 15<sup>th</sup> April.

There will be a second booklet to follow, with tasks that we would complete during term 5.

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

Miss Pedrick

## **Task 1:**

Read letters 39 – 40.

- Write a bullet point summary of each letter; make sure you take note of the chronology of the letters and how time has passed.
- Annotate your copy of the text as you read – annotate any language techniques, consider the effect of the language and why Walker has included these specific details in Celie’s letters – what is the authorial intention? What is the effect on the reader?
- Next, answer the question:

**‘Examine Shug’s presentation across the text and her role in the novel as a whole.’**

Obviously, we haven’t read the text *as a whole* yet, but answer in detail on what you have read so far.

You should spend 40 minutes on this response.

- Once you have written your response, self-assess it (in green pen where possible); annotate your response to show where you have met each of the AOs.
- I’ve included a copy of the mark scheme in this document if you need it.
- Please then email me your response so I can give you feedback on it.

## **Task 2:**

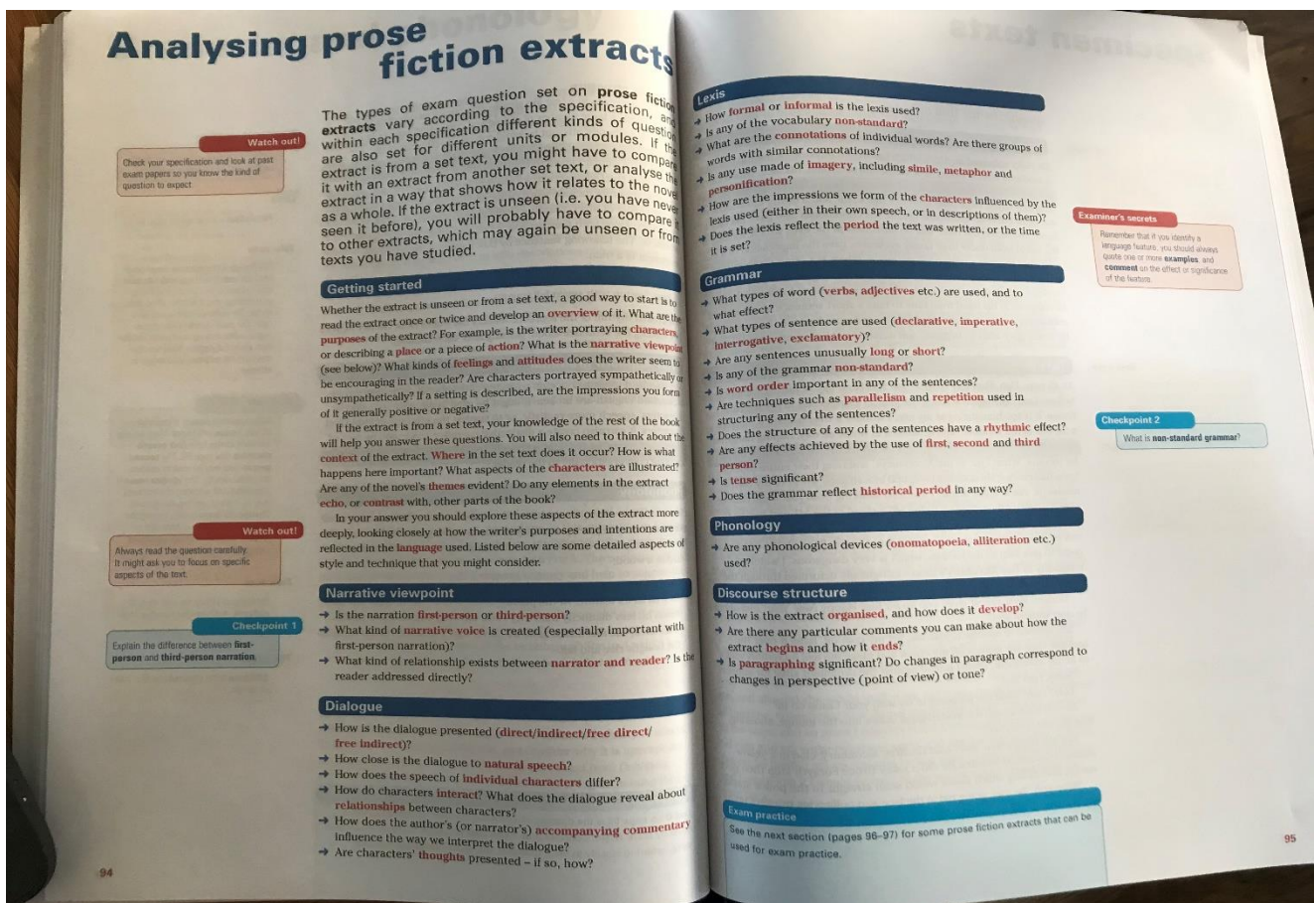
Read letters 41-48

- Write a bullet point summary of each chapter – make sure these are clear in order to be used as revision notes later on.
- Annotate your copy of the text as you read.
- Research the contextual information about the singers mentioned in letter 46 – Sophie Tucker and Duke Ellington.
- Apply the contextual information to letter 46 and the wider novel – why has Walker chosen to reference these singers? What effect does this achieve on the reader?
- What effect would it have on different audiences that read *The Color Purple* – think about Walker’s direct, contemporary reader and today’s reader? Also, how would this context influence the characters in the book – remember the book is set between 1909 and 1949 but written in 1982.

## Task 3

Read letters 49-51.

- Annotate the text as you read it and create a bullet point summary of each chapter.
- Next, read pages 94 and 95 of the 'Revision Express' textbook and apply the questions of analysis to the section of the novel that you have just read.



- Then, choose a quotation from each letter that you feel 'sums up' the letter that you have read. Explain why you have chosen that particular quotation and explain what the overall effect of the language within it is on the reader.

#### **Task 4**

Read Nettie's letters – letters 52 – 58.

- Annotate your text as you read and write a bullet point summary of each letter to use as revision notes at a later stage.
- Nettie was in West Africa between about 1914 and 1941 when most of the continent was under colonial rule.
- Research the historical background of West Africa at this time.
- Research also the theory of post-colonialism and apply this to *The Color Purple* as a post-colonial text.
- Write a summary of post-colonialism and how this applies to *The Color Purple* so far.

#### **Task 5:**

- Complete an assessment on *The Color Purple* – again, we haven't read the whole text yet so you can only include what you already know.
- Please either type this up so you can email it to me, or write it and email me photographs of your work.
- You should spend an hour, under timed conditions, on the following assessment – 20 minutes on section a and 40 minutes on section b.

**(i) Remind yourself of letter 12 from “G-o-d” to “But I’m alive.”**

**By focusing closely on literary and linguistic techniques, analyse how Walker presents the characters and the situation in this extract. [20]**

**(ii) Discuss the presentation and significance of women in the novel as a whole, including family responsibility and societal expectations. [40]**