

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Alice Walker	10
• Letter Questions	
<i>Letters 1-9</i>	11
<i>Letters 10-18</i>	14
<i>Letters 19-27</i>	17
<i>Letters 28-36</i>	20
<i>Letters 37-45</i>	23
<i>Letters 46-54</i>	26
<i>Letters 55-63</i>	29
<i>Letters 64-72</i>	32
<i>Letters 73-81</i>	35
<i>Letters 82-90</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY	47
---------------------------------------	----

GRAPHIC ORGANIZERS	53
---------------------------------	----



Alice Walker

Alice Malsenior Walker was born on February 9, 1944 in Putnam County, Georgia. The youngest of 8 children to Willie Lee Walker and Minnie Lou Tallulah Grant, her father earned \$300 a year for sharecropping and dairy farming. Her mother worked as a maid for 11 hours a day, and for \$17 per week. At the age of 4, her mother enrolled Alice into the first grade. At the age of 8, Alice began writing privately. In 1952, one of her brothers accidentally shot her in the right eye with a BB gun. Unable to get to a doctor until a week later, Alice was permanently blind in that eye. In 2013, Alice admitted the act was deliberate, but agreed to protect her brother.



In 1961, Alice attended Spelman College in Atlanta on a full scholarship. Here she met Martin Luther King Jr. Later, she transferred to Sarah Lawrence College near New York City, where she graduated in 1965. In her senior year at Sarah Lawrence, Alice wrote her first book of poetry. She then took a brief sabbatical from writing when she became interested in the U.S. Civil Rights Movement due to the influence of activist Howard Zinn, one of her professors at Spelman College.

In 1965 in New York City, Alice met Melvyn Roseman Leventhal, a Jewish civil rights lawyer. On March 17, 1967, the couple was married. Later that year, Alice and her husband relocated to Jackson, Mississippi, becoming the first legally married inter-racial couple in Mississippi. In 1969, the pair had a daughter, named Rebecca. The couple was divorced in 1976. In the mid-1990s, Alice was involved in a romance with singer-songwriter Tracy Chapman.

From 1968-1969, Alice worked as a writer in residence at Jackson State College, then once more in Tougaloo College from 1970-1971. Alice resumed her writing career while working as an editor at *Ms.* magazine, before moving to northern California in the late 1970s. In 1970, Alice published her first novel, *The Third Life of Grange Copeland*. In 1976, *Meridian*, her second novel, was published. Then, in 1982, *The Color Purple* was published. In 1983, Alice won both the Pulitzer Prize for Fiction, as well as the National Book Award for Fiction for *The Color Purple*. In 1985, the book was adapted into a critically acclaimed movie, as well as a Broadway musical in 2005. In 2001, Alice Walker was inducted into the Georgia Writers Hall of Fame.

Did You Know?

- In 1984, Alice Walker and Robert L. Allen founded *Wild Tree Press*, a feminist publishing company in Anderson Valley, California.
- Walker took part in the 1963 March on Washington.
- On March 8, 2003, Alice was arrested with 26 others for crossing a police line during an anti-war rally outside the White House.



Letters Sixty-four to Seventy-two

Answer the questions in complete sentences.

1. In the previous Section, Nettie describes how westerners come to Africa and quickly get sick and die off. Predict whether you believe Nettie and her western companions will survive the rainy season in Africa.

2. In the upcoming Section, Celie sends her first letter to her sister. What do you predict she will say in her letter? Use evidence of Celie's character to support your prediction.

Vocabulary

Write a complete sentence using the following words. Make sure the meaning of each word is clear in your sentences.

- Haunches** _____
- Aptitude** _____
- Ostracism** _____
- Reparations** _____
- Shunned** _____
- Lavished** _____
- Lynch** _____
- Cockleburs** _____
- Innate** _____



Letters Sixty-four to Seventy-two

1. Complete the paragraph by filling in each blank with the correct word from the Section.

Well, it was a bright Spring day, sort of chill at first, like it be found _____, and the first thing us notice soon as we turn into the lane is how _____ everything is, like even though the ground everywhere else not warmed up good. Pa's land is warm and ready to go. Then all along the road there's Easter lilies and _____ and daffodils and all kinds of little early wildflowers. Then us notice all the _____ singing they little cans off, all up and down the _____, that itself is putting out little yellow flowers smell like Virginia _____. It all so different _____ from the rest of the _____ us drive through, it make us real quiet. I know this sound funny, Nettie, but even the _____ seemed to stand a little longer over our heads.

2. Choose the most appropriate answer for each of the following:

- | | |
|--|--|
| a) How long has Nettie been in Africa? | b) What does Adam have a special aptitude for? |
| <input type="radio"/> A 6 months | <input type="radio"/> A figures |
| <input type="radio"/> B 3 years | <input type="radio"/> B language |
| <input type="radio"/> C 1 year | <input type="radio"/> C writing |
| <input type="radio"/> D 5 years | <input type="radio"/> D history |
| c) What does Tashi's father die of during the last rainy season? | d) What color do the Onlinka women paint their faces at a funeral? |
| <input type="radio"/> A consumption | <input type="radio"/> A black |
| <input type="radio"/> B malaria | <input type="radio"/> B blue |
| <input type="radio"/> C flu | <input type="radio"/> C white |
| <input type="radio"/> D African Fever | <input type="radio"/> D red |
| e) Who does the entire territory, including the Onlinka's village now belong to? | f) What does Corrine die of? |
| <input type="radio"/> A Trading Company | <input type="radio"/> A African Fever |
| <input type="radio"/> B Rubber Manufacturer | <input type="radio"/> B malaria |
| <input type="radio"/> C Coffee Plantation | <input type="radio"/> C tuberculosis |
| <input type="radio"/> D Diamond Miners | <input type="radio"/> D flu |



Letters Sixty-four to Seventy-two

Answer each question with a complete sentence.

1. Describe the roles of men and women in Olinka marriages. How does this differ from the marriages of those in the novel?

2. What is the one thing about the Olinka that Nettie doesn't like? Why do you think the Olinka would act this way?

3. Go back to the second Before You Read question, where you predicted what would be in Celie's first letter to Nettie. How does your prediction compare to what Celie's letter reads?

4. What is the result of the Olinka's village being sold out from under them? Predict what will become of the Olinka due to this.

5. Describe the use of clothing in society and culture as depicted in this Section. What is the result of this to the African's way of life?

6. Retell the story of how Corrine and Samuel got Olivia and Adam. What is the significance of this story?



Journaling Prompt

In this Section, the Olinka's funeral customs are described in great detail. Research the funeral customs of at least 3 other cultures. Compare these customs to those of the Olinka as well as your own. What are the similarities and differences? Get into small groups and make a chart of all the different cultures you came up with. List the similar funeral customs in one column, and all the differences in another. What do you notice about the similarities and differences? Present your findings to the class.



Letters 37 to 45

A Police Report

Imagine that you are a police officer charged with investigating the events that took place between Sofia and the Mayor. Write a police report following these events. Finally, explore the prejudices that would have played a part in acquiring all of the facts during this time. Be sure to include the following:

- interviews with those involved, friends and family
- interviews with those who knew the suspects
- details surrounding the events of that day
- background information leading up to the events



Letters 46 to 54

Timeline

From what you learn in Section 6, create a timeline of Shug and Albert's history together. For each key event, explore what both Shug and Albert were feeling at the time and what drives their decisions. Then, explain how culture and society at the time influenced the outcome of each event. Be sure to include the following:

- When Shug and Albert fell in love.
- The 3 children they have together.
- When her mother kicks Shug out of her home.
- When Albert marries Annie Julia.
- When Harpo and the other children are born.
- Annie Julia's affair with another man.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

aptitude	git	pomade	seining
blasphemy	ignorant	preen	toting
cackle	impish	pulpit	troth
chifferobe	midwife	reparations	ululation
convict	muse	repent	whirling
deaf	ostracism	repugnance	yourn
downtrodden	parole	sanctified	
fractious	plaits	scarification	

i	n	d	i	g	n	a	t	i	o	n	a	c	k	l	e	r	s	h	c	n	o	c	i	
n	n	o	i	t	i	n	e	m	e	r	p	z	f	a	a	b	y	y	h	k	s	n	b	
g	v	r	d	t	l	y	n	t	y	n	e	l	k	c	a	c	l	s	w	s	n	g	h	
u	i	n	b	o	d	z	a	n	d	p	t	a	s	y	a	h	h	e	d	a	m	o	p	
l	a	t	o	t	i	n	g	f	o	i	n	s	p	m	i	s	n	e	v	i	i	e		
g	f	r	b	r	j	k	s	z	p	l	t	e	y	d	b	f	i	r	e	g	d	h	d	
s	a	r	g	p	h	z	x	l	h	e	r	e	b	h	d	f	u	i	z	e	r	g	e	
f	r	a	c	t	i	o	u	s	g	n	i	t	t	o	r	e	g	a	y	p	r	u	i	
e	e	y	f	l	a	p	a	o	k	a	n	o	v	o	r	s	t	i	a	l	p	f		
f	p	m	v	g	i	e	o	v	o	b	e	m	n	u	t	o	r	n	j	z	g	a	i	
v	e	e	r	n	s	g	v	t	p	a	y	d	o	r	b	s	i	b	b	s	r	f		
d	n	n	y	i	a	f	n	r	e	l	l	r	i	b	l	e	t	c	i	v	n	o	c	
a	t	s	v	l	i	v	j	o	s	e	f	i	w	d	i	m	n	e	m	a	o	l	n	
d	d	t	r	m	a	r	r	d	s	h	l	n	g	r	e	v	l	c	i	e	a			
u	v	t	a	i	o	t	a	n	w	a	o	i	i	w	g	m	u	i	o	v	t	g	s	
x	a	t	n	h	n	p	e	s	f	s	n	n	i	b	e	p	e	u	u	r	a	j	y	
b	n	g	i	w	a	n	n	e	a	m	g	t	i	o	p	p	r	e	s	s	r	v	e	
l	r	z	o	c	a	n	h	l	p	a	f	m	i	r	h	s	d	y	i	e	a	a	d	
a	e	d	n	t	y	c	y	o	t	w	e	i	v	n	l	t	n	a	o	l	p	d	t	
s	l	a	s	c	a	r	i	f	i	c	a	t	i	o	n	e	t	e	g	u	e	b	a	
p	n	o	r	e	b	u	k	e	t	o	b	e	c	n	a	n	g	u	p	e	r	x	f	
h	m	d	e	g	n	s	a	c	u	i	d	l	d	e	t	i	b	a	f	n	i	n	u	
e	u	m	b	y	p	v	t	i	d	e	g	e	l	i	v	i	r	p	r	e	d	n	u	
m	s	i	c	a	r	t	s	o	e	a	f	o	n	o	i	t	a	l	u	l	u	s	g	
y	e	b	g	d	x	s	r	v	p	h	n	l	a	r	d	e	m	i	a	i	t	o	t	



Comprehension Quiz

Answer each question in a complete sentence.

1. What is the nightmare that Harpo has of his mother?

3

2. What is Mr. _____ views on wives and how to control them?

3

3. Why is Sofia arrested? What is ironic about her sentencing?

3

4. What injuries does Sofia sustain while spending time in jail?

3

5. What revelations are revealed when Celie finds her sister's letters?

2

6. What is Shug's real name? Why do people call her Shug?

3

7. Describe what the old Albert was like and what the new Albert is like according to Shug.

2

SUBTOTAL: /19

Religion and Culture

In the novel, *The Color Purple*, religion plays a recurring and pivotal role in the society and culture of the American South. Complete the chart below highlighting how religion has directly affected outcomes of important events in the novel. In the first column, identify the major event. In the second column, describe how religion influences the people living in American culture regarding this event. In the third column, identify the outcome religion plays on the major event.

EVENT:	RELIGIOUS INFLUENCE:	OUTCOME:

NAME: _____

After You Read 



Letters Nineteen to Twenty-seven

Answer each question with a complete sentence.

- Sofia says she had to fight all her life against her father, brothers, cousins and uncles. She never thought she would have to fight in her own home. Why would she believe she would never have to fight her husband?

- How are Sofia and Celie different? What might Celie learn from Sofia?

- At the conclusion of this Section, Celie notes that while sitting between Mr. _____ and Shug Avery, she feels just right for the first time in her life. Why is this? Support your opinion with examples from the text.

- How did Celie manage to get Shug Avery to eat something? What effect did this have on Celie and Mr. _____'s relationship?

- Describe Celie and Shug Avery's first meeting. Predict how this may change in the coming story.

- How does Harpo's attempt to submit Sofia work out for him? Who "wins" the fight for dominance? Use evidence from the text to support your position.

EASY MARKING



In this Section, Harpo approaches his father and Celie for advice on how to control his new wife, Sofia. Both tell him to beat her into submission. In a journal entry, discuss the differences in gender relationships from then to now. Provide new advice for both Sofia and Harpo.

1. Answers will vary.

2.

Unlike Celie, Sofia will continue to talk when Harpo or Mr. _____ come into the room. If asked where something is, she will respond with "I don't know." Answers will vary, but may include: How to fight.

3.

Answers will vary.

4.

She ate cured ham in front of her. Nobody living can stand the smell of home cured ham if you don't taste it. This caused Mr. _____ to laugh and become relieved.

5.

Celie's heart is racing; she is unable to move until she sees Shug Avery's eyes; Celie notes that Shug Avery's eyes are mean. Shug laughs at Celie and says she is ugly. Answers will vary.

6.

Harpo and Sofia seem to fight equally, both acquiring cuts and bruises. Sofia wins the "fight" by not submitting. After the fight, Sofia, Harpo and the children are seen leaving to visit her sister, inferring that she won dominance.

19

Vocabulary

Across

- rummage
- donate
- gluttons
- quilt
- hant
- troth
- reckon
- clabber

Down

- undernourish
- muse
- daidie
- seining
- drowsy
- stout
- heap
- corral

20

1.

- sisters
- amazons
- wagons
- mattress
- rocking

- steps
- seining
- creek
- whistle

j) jar

k) quilt

l) cold

m) floor

n) baby

o) daidies

p) corral

q) hug

r) knees

s) mules

21



1.

Cold drinks, barbecue, chittlins, store bought bread, a sign saying "Harpo's" tacked up on the side of the house and on the road. Answers will vary.

2.

Mr. _____ is weak, can't make up his mind what he wants, he's a bully. He smells right to her, he's little, he makes her laugh. Answers will vary.

3.

Answers will vary, but may include: Harpo eats so he can become bigger and physically dominate Sofia. "He trying to git as big as you, I say." His constant struggle to control her has caused her to fall out of love with him.

4.

Answers will vary, but may include: She would have never met Shug had she not married Mr. _____.

5.

First Shug sings a song called "A Good Man is Hard to Find" while looking at Mr. _____ while she sings it. Next she sings a song called "Miss Celie's Song". Answers will vary.

6.

Answers will vary.

22

The Color Purple

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.