Lesson Plan #1

Name: Becky DePalma

Lesson Title: *The Color Purple* Day 1

Subject Area & Grade Level: English Language Arts Grade 11 Standard

**Introduction**

First day of *The Color Purple,* students will enter the text through the view of relationships and considering how people treat each other.

**Overview of Lesson Plan**

Students arrive in class, trade their phones for their laptops and daybook journals. In their daybook journals they write about the question, “Who are the most important people in your life? What characteristics define your relationships with those people? Are they positive/negative influences on your life? What do you get out of these relationships? What do you put into these relationships? Pick 1 or 2 people you are thinking about and write out an answer that will be just for your and my eyes.

Then students’ will have an opportunity to share good news before we move forward into the activity.

Students will fill out the relationships activity worksheet and write out 3-5 active elements of the relationships to share with a partner. In pairs, students will determine their top five active elements combined. Then they will form a square (group of 4) and create an 8.5X11 poster of their 5 active elements. Then the squares will share out by presenting their posters on the overhead for the whole class.

There will be a class discussion about healthy, unhealthy and abusive relationships and teacher will segue into the introduction of *The Color Purple.* Students will receive copies of the novel, and learn about their note-taking options. There will be time to read in class while taking their notes, and then time in groups to help each other with notes. Students will give their attention back to the teacher to wrap-up, and get information about upcoming schedule. Then students will write an exit slip of one thought and one question about their initial impressions of how relationships affect identity formation.

**Content Standards**W11.2a Students will write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through effective, selection, organization, and analysis of content. Students will organize information and ideas around a topic to plan and prepare to write.

SL11.1c Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Students will propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

RL11.4 Students will determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.

**Content Objectives**

Students will reflect on their knowledge of relationships in their journal activity.

Students will participate in collaborative discussions about the active elements of relationships in the think/pair/share activity and show it on the 5 active elements presentation.

Students will read and summarize the first 21 pages of *The Color Purple* in their note-taking worksheets which will show their understanding of the meanings of words and phrases in the text.

**Academic Language Function Objective(s)**

In the relationship activity, students will identify the essential elements of relationships. Then in the reading and note-taking activity students will summarize what they’ve read.

**Essential Question(s) for Students to Explore**

Unit Plan EQ: How do relationships affect identity formation?

Lesson Plan EQ: How does our class as indivduals want to be treated in relationships?

**Prior Knowledge**Students will come in with the knowledge of their personal relationships to determine the active elements of relationships.

The beginning of *The Color Purple* involves the birth of both of Celie’s children, which means that in twenty pages the book covers at least two years of her life. The basic knowledge of how long a pregnancy lasts will help students understand how much time is passing in this part of the book.

The novel is set during the Great Depression. Hopefully students have a basic sense of what was happening at that point in American History so we can have a quick review discussion during the introduction of the novel.

**21st Century Skills**

COMMUNICATION  
Communicate Clearly

Students will articulate thoughts and ideas effectively using oral, written and nonverbal communication skills to discuss the five active elements of relationships in the relationships activity and to share their ideas in the note-taking review.

Students will listen effectively to decipher meaning, including knowledge, values, attitudes and intentions to discuss the five active elements of relationships in the relationships activity to share their ideas in the note-taking review.

**Learning Activity Types**

Pre-reading   
*Activating/Generating Knowledge*In the relationships activity, students will activate their prior knowledge before they begin reading the novel. Students need to make connections with the reading they are required to complete. By activating or generating prior knowledge and experience, students are able to frontload meaning and forge connections with their reading that help in terms of motivation, focus, and comprehension.

Reading  
*Note-taking*Students use note-taking worksheets to guide their reading, summarize and pull information out of the text. Students engage in note-taking by filling in worksheets and notemaking by creating their own metacognitive reflections in response to texts on more advanced questions on the worksheets and with the exit slips.

**Formative Assessment**The journal activity will reveal what the students’ relationships are like to understand where they are coming from in terms of relationships and identity. This provides the teacher with information about how to support them on this topic and make connections between their lives and the text. It will also show students ability to write an explanatory text.

The group work will show how they are at collaborating in the groups and give an impression of group dynamics and needs. It will show their speaking and listening skills at collaborative discussion and creating collective meaning on the topics of relationships and identity formation. It will produce information specifically about how these individuals want to be treated in their relationships.

Students will complete a note-taking worksheet to demonstrate their understanding of meanings and phrases in the text of *The Color Purple.* The note-taking worksheets will show how well the students are comprehending *The Color Purple* and where there is confusion.

**Summative Assessment  
Group presentations and individual reflections**Students will create 5-7-minute group presentations that provide in-depth analysis of one relationship in the novel *The Color Purple.* This presentation is a group presentation to provide opportunity for students to work on their collaboration and communication skills. The presentations need to include a graphic design identity tree for each character described by the group, an A/V resource created by the group to put their relationship in *The Color Purple* in conversation to consider alternative perspectives and meanings. The group will guide the class through their presentation providing commentary, and they will allow time for questions from the class. Groups should analyze how this relationship affects the characterization of both characters involved, and evaluate what the outcomes of the relationship are for each character. Students will discuss what is relevant about this relationship today and identify a recent textual reference that supports this claim in the conversation. After those presentations students will write individual reflections 3-4 pages long that explain the objectives of their presentations and the decisions they made with their presentations to reach those objectives.

**Overview of Instructional Plan**

**Materials List:** Handouts, notebooks, pens/pencils, markers, construction paper

**Bell Ringer:** Daybook Journal: “Who are the most important people in your life? What characteristics define your relationships with those people? Are they positive/negative influences on your life? What do you get out of these relationships? What do you put into these relationships? Pick 1 or 2 people you are thinking about and write out an answer that will be just for your and my eyes. 5 minutes

Student Good News – 5 minutes – Check-in with the class

**Detailed Activities & Procedures**

Students arrive in class, trade their phones for their laptops and daybook journals. They will sit at tables of four people based on a seating chart on the projector. In their daybook journals they write about the question, “Who are the most important people in your life? What characteristics define your relationships with those people? Are they positive/negative influences on your life? What do you get out of these relationships? What do you put into these relationships? Pick 1 or 2 people you are thinking about and write out an answer that will be just for your and my eyes. 5 minutes

Then students will have an opportunity to share good news by raising hands before we move forward into the activity. 5 minutes

Relationship activity sheets will be passed out, by handing half to one side of the room and half to the other to be distributed. Based on their journal activity, students will fill out the relationships activity worksheet and write out 3-5 active elements of healthy relationships to share with a partner. 5 minutes.

Students will speak with the person next to them, and in pairs, students will determine their top five active elements combined. 5 minutes

Two students from each table will move to form a square, with new participants, one group member will pick up markers and paper and the group will create an 8.5X11 poster of their top 5 active elements in relationships. Then the squares will share out by presenting their posters on the overhead for the whole class. 20 minutes

There will be a class discussion about what does it look like when these elements of healthy relationships are either not present or change into opposite elements in unhealthy and abusive relationships. The students will brainstorm ideas by using their laptops to submit them to a word cloud. Students will listen to the teacher review the main distinctions between healthy, unhealthy and abusive relationships with a visual aid on the projector. 10 minutes

Class will segue into the introduction of *The Color Purple.* Students will receive copies of the novel, while the class discusses in their groups what they know about Depression Era United States South and Jim Crow laws. They will share out and teacher will correct any misconceptions. Then students will learn about their note-taking options and choose their option for this day with the knowledge that they can change their mind tomorrow. All three options are available both electronically and in hard copy. 10 minutes

Students will read *The Color Purple* in class while taking notes for 20 minutes.

**Closure**

The students will have 10 minutes to review their notes, ask questions, gain assistance on their notes in their small groups. This will become standard procedure for this unit.

Students will give their attention back to the teacher to wrap-up, get a preview of tomorrow, ask any questions that and get information about upcoming schedule. 5 minutes

Finally, students will write an exit slip of one thought and one question about their initial impressions of how relationships affect identity formation. 5 minutes

Homework assignment will be to complete reading to page 21 and the note sheet for the first day.

**Appedices**

**Relationships Worksheet**

Who are the most important people in your life? What characteristics define your relationships with those people? Are they positive/negative influences on your life? What do you get out of these relationships? What do you put into these relationships? Pick 1 or 2 people you are thinking about and write out an answer that will be just for your eyes. In the how section, please describe how someone makes you feel the way they make you feel. Then answer how do they make you feel that way?

Name:

What relationships are the most important to you in your life?

Name of person and their relationship to you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What have you gained from this relationship? If you haven’t gained, what do you think you’ve lost?

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Name of person and their relationship to you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What have you gained from this relationship? If you haven’t gained, what do you think you’ve lost?

1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now on a piece of lined paper, please write down 3-5 essential active elements of relationships of how we treat people and they treat us in our relationships by their actions. That we are going to share with a partner.

Example for sheet above

Name of Person and their relationship to you - My grandmother

What have you gained from this relationship? If you haven’t gained, what do you think you’ve lost?

1) Unconditional love

How? She tells me she loves me no matter what, she’s always been there to support me, she loves everyone in the family that way, and consistently shows up, communicates and invites us. She sends hugs and kisses even through the phone.

2) Looking for the Good in everyone

How? She role modeled this for me my whole life. She compliments people all the time, and learns things about everyone she meets by asking them questions and then complimenting their answer. She shows everyone so much grace and can find something good about someone even on their worst day.

3) Participating and keeping busy

How? Her example and her inquiries into what I’m up to. She is 90+ and still dances at family parties to music she doesn’t even like. She took us to kids’ stuff and always played with us. She still volunteers at 4 different organizations in her old age.

4) Putting family first

How? Her words and her actions. She would be visiting us and mention what she was missing in Detroit and always say because being with us was more important. Anytime something is happening, she always offers to come out and help with my son, even though she can’t help as well as she used to.

What would be some active elements of this relationship?

**Note sheets**

**Graphic Organizer**

*I made a pdf that I will copy the guiding questions on the back.*

**Guiding Questions**

1. What happens to Celie on page 1?
2. Who is Celie writing to? Why do you think she chooses that audience?
3. What happens to Celie’s Mama on page 2?
4. Why do you think Celie doesn’t tell her Mama about her Pa? (no right answer)
5. What does Pa do with Celie’s second child on page 3? What does her Pa tell Celie to do that she can’t do?
6. On page 4, who died? Where did Nettie meet Mr. \_\_\_\_\_\_\_\_?
7. Does anyone in the community know what is happening to Celie? Where is your evidence for this inference?
8. How old is Celie by page 5? (approximately)
9. How does Celie feel about her Mama?
10. Can Celie have more children? How does she know? Who tells her?
11. Who’s Shug Avery?
12. What does Celie do to protect Nettie?
13. When does Nettie and their stepmom learn what is happening to Celie?
14. How does Pa describe Celie to Mr. \_\_\_\_\_\_\_\_\_\_\_\_? What are the important characteristics that he thinks will make a good wife? What does Pa offer to send with Celie when she gets married?
15. There’s a flashback on page 9-10 and what do we learn?
16. Then on page 11 we come back to the present and what happens?
17. Who does Celie marry? What happens to her on her wedding day?
18. Page 13-15 - What does Celie find out about her child Olivia in town? Why do you think she doesn’t claim her child? What is important about this interaction? What does the attitude of the shop owner tell you?
19. On page 16-18, who comes to live with Celie and Mr. \_\_\_\_\_\_? What happens? What advice does this person give Celie when she leaves? Where does Celie direct this person?
20. Page 19-21, who comes to visit? What do they try to do? What do they advise Celie to do?
21. Pay attention to Celie’s clothes, they are going to be a part of her development. On page 3 what was happening with her clothes? What happened on page 20? Why do you think that was so important to Celie?
22. How would you describe Celie’s identity so far?
23. List and categorize Celie’s relationships as healthy, unhealthy or abusive based on what you know so far. (do not count acquaintances – such as Rev. wife, sister-in-laws, etc.)
    1. b. c. d.
24. What do you notice about the style of this text?

**Fill-in Notes**

Celie is \_\_\_\_\_\_\_\_\_by her Pa on page 1. Celie is writing to \_\_\_\_\_\_\_. She chose that audience to write to because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On page 2 Celie’s Mama \_\_\_\_\_\_\_\_\_\_. Celie doesn’t tell her Mama about Pa because (no right answer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On page 3 Pa \_\_\_\_\_\_\_\_\_\_ Celie’s second child. He tells Celie to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but she can’t do it. On page 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is dead and Nettie is now dating Mr. \_\_\_\_\_\_\_\_\_\_\_ who she met at \_\_\_\_\_\_\_\_\_. The community \_\_\_\_\_\_\_\_\_\_\_\_\_ what is happening to Celie. The community does \_\_\_\_\_\_\_\_\_\_\_. The reader infers that the community \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from evidence on page\_\_\_.

Celie was fourteen years old when the book started so by page 5 based on what we know has happened in her life so far, she is now \_\_\_\_ years old. Even though her Mama was upset at her for “getting big” Celie is not \_\_\_\_\_ at her Mama. Celie finds out at \_\_\_\_\_\_\_\_ from another \_\_\_\_\_\_ that she can’t \_\_\_\_\_\_\_\_\_\_\_\_. Celie’s Pa tells Mr. \_\_\_\_\_\_\_\_ who is asking to marry Nettie that he should just marry Shug Avery. Shug Avery is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Celie protects Nettie on pages 5-7 by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Nettie and their new ‘mammy’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on page 7. Pa describes Celie to Mr. \_\_\_\_\_\_\_\_\_ by saying she’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

And those qualities will make her a good wife. Pa also tells Mr. \_\_\_\_\_\_\_\_ that Celie comes with her own \_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_.

On page 9 & 10 Celie flashes back to the first time she \_\_\_\_\_\_\_\_\_\_\_\_. She talks about how she had to stop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and how Nettie fought for her to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the help of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_. When the flashback ends Mr. \_\_\_\_\_\_\_\_\_\_\_ comes back to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On her wedding day (page 12), Celie marries \_\_\_\_\_\_\_\_\_\_\_\_ and his son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She \_\_\_\_\_\_\_ her head, \_\_\_\_\_\_\_\_ dinner, and attempt to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

On page 13-15 Celie encounters the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ who is the adoptive mother of Celie’s daughter Olivia. Celie was not aware that Olivia was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She learns that Celie is the adopted daughter of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Celie does not claim her daughter. Why? (no right answer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The importance of this interaction is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The reader can infer from the attitude of the shop owner that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How is Celie if her daughter is now 6? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

On page 16-18 \_\_\_\_\_\_\_\_\_\_ runs away from home and comes to live with Celie & Mr. \_\_\_\_. Mr. \_\_\_ hits on Nettie and Nettie \_\_\_\_\_\_\_\_\_\_\_\_\_. Then Mr. \_\_\_\_ tells Celie, Nettie has to \_\_\_\_\_\_\_\_. Nettie advises Celie that she has to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Celie directs her to ask for help from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

On page 19-21 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ come to visit Mr. \_\_\_\_\_\_\_ and Celie. They provide more information about Mr. \_\_\_\_\_\_ past and compliment \_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_ comes back on her own and takes Celie to get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She stands up for Celie by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Mr. \_\_\_\_\_\_\_\_ then does what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She advises Celie that Celie has to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

How would you describe Celie’s identity so far?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List and categorize Celie’s relationships as healthy, unhealthy or abusive based on what you know so far. (do not count acquaintances – such as Rev. wife, sister-in-laws, etc.)

1. b. c. d.

What do you notice about the style of this text?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Resources:**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4768593/>

 Effects of abusive relationships – edited from the above linked document - Psychological intimate partner violence was defined as a person’s constantly feeling of susceptibility to danger, loss of power and control, and entrapment. It was also found that experiencing psychological intimate partner violence is associated with significant increase in risk of development such conditions: disabilities preventing work, chronic neck or back pain, arthritis, migraines or other frequent headaches, stammer or stutter, problem seeing with glasses, chronic pelvic pain, transmitted infections, stomach ulcers, spastic colon, indigestion, constipation, and diarrhea. Physical intimate partner violence was found to be correlated to hearing loss, angina, with cardiovascular problems, gastric reflux, and bladder or kidney infections.[44](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4768593/#ref44)Others’ evidence suggests that women who are exposed to violence by their partners show also psychological consequences: higher level of depression, anxiety and phobias than non-abused women. It was found also higher level of emotional distress, thoughts, or attempts of suicide among people who had ever experienced physical or sexual violence than those who had not.

**Teacher Narration**

Relationship Activity – Think/Pair/Square/Share – See Worksheet 1 - In this unit our essential question is How do relationships affect identity formation? *The Color Purple* describes healthy, unhealthy and abusive relationships and we’re going to investigate the elements of relationships and what the difference is between them.

This is a continuum – some healthy relationships may have a component that others might think is unhealthy. It is not always easy to tell the difference between unhealthy and abusive relationships. Most abusive relationships started as seemingly healthy relationships. First, if you know someone in an abusive relationship – help is available – Family Services, Inc is an emergency shelter in Winston-Salem and it has a hotline: 336-723-8125 to get help. If you know someone in an abusive or unhealthy relationship that needs help, I can direct you on how to help get people support, or please set up an appointment with our school counselor/psychologist/social worker. Everyone deserves to be safe.

We’re going to start with ourselves and search for the five essential active components of relationships that influence our identity.

The first step is to identify - Who are the most important people in your life? What characteristics define your relationships with those people? Are they positive/negative influences on your life? What do you get out of these relationships? What do you put into these relationships? Pick 1 or 2 people you are thinking about and write out an answer that will be just for your and my eyes.

The second step is to think about the essential active elements of these relationships – write down 3-5 of these on a separate sheet of paper.

Active elements – not just they love me – they show me they love me by telling me they love me. The spend time with me. They show up and support me by cheering me on in my game.

Share these active elements with a partner. Determine your top 5 active elements from the two of you, and then form a square to see if your answers stay the same or change at all. Groups will then design an 8 ½ X 11 sheet with their five elements and present it to the class. These will be posted on the bulletin board.

Group discussion about why are these actions essential to relationships? How do the people in our lives affect our identities?

What does this active element look like when relationships are unhealthy? (Compliments turn to insults, support turns to use, one-sided, demeaning, etc.) What is the difference between unhealthy and abuse? (insults become consistent, cut-off from other people, physical harm, mental harm, consistent harm, force, threatening)

Effect on identity formation – positive relationships – support identity formation, self-esteem, self-confidence, resilience, good habits, kindness breeds kindness

Unhealthy relationships – stunts identity formation, results in lack of self-esteem, and even self-loathing, feeling out of control, feeling worthless, feeling incapable, feeling less-than

Abusive relationships – detrimental to both mental and physical health – depression, anxiety, phobias, migraines, gastrointestinal distress, physical pain, hearing loss and more.

Repeated message: If you know someone in an abusive relationship – help is available – Family Services, Inc is an emergency shelter in Winston-Salem and it has a hotline: 336-723-8125 to get help.

*The Color Purple* depicts abusive relationships, unhealthy relationships and healthy relationships.

Introduction to *The Color Purple* from me:

This text takes on difficult topics: sexual abuse, physical abuse, domestic violence, death, two different murders, hate, racism, poverty, and sexism. The text also discusses family, religion, love, sexuality and strength. I want to remind you that as we approach this text that we need to make sure we are using I think or I feel language. I value your thoughts and opinions and I know that we are building a supportive community, and with these challenging topics we need to proceed with care. Some of you may have personal experiences that relate to the experiences discussed in the book and we want to be considerate of each other by being thoughtful of how our words in class can affect our classmates. So, I recommend I think and I feel statements as a good place to start for making sure that we don’t over generalize and treat each other with respect.

We read this book and I teach this text because it allows so many options for students to approach issues that are important for you to consider as you are developing your identities.

In the first twenty-one pages you are reading today, there will be rape and domestic violence – which are horrible crimes—death, birth, marriage and more. You will be constantly considering the relationships in this text and how people treat each other.

The dates of this text are not clear. Readers guess that it begins in the late 1920s or early 1930s outside of Macon, GA. Before you start, what do you know about US History at that time? Make sure Jim Crow Laws are mentioned, The Depression and women’s suffrage is mentioned. We only know this because of the mixture of transportation options, and near the end of the book there is mention of the war.

Part of your work on this text is going to be note-taking while you read. You need to choose the note-taking method that works for you. We will be taking notes throughout the book and you are welcome to switch methods if you find that one is not working for you.

Graphic Organizer – You will fill in a detailed timeline of events while answering the guiding questions provided.

Guiding Questions – You will answer the questions with evidence from the text

Fill-in the Blank – You will fill in the missing details from the text

Read for 20 minutes – you can take notes as you go.

Then for 10 minutes work on notes with a partner and try to help each other.

Wrap-up – Check-in – Hold up what page you’re on. I pick an appropriate middle page broad question to discuss. Or I just ask how they are doing since the opening content is so intense.

Ticket-out the door – Write two questions that you have right now about *The Color Purple*.