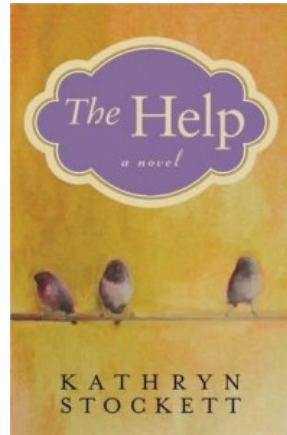


The Help



ISBN-13 978-0-425-23220-0

Author Kathryn Stockett

Publisher Penguin Random House

Copyright 2009

Lexile 730L

Genre Historical fiction

Synopsis In Jackson, Mississippi, in 1962, three women – two African American maids and a white reporter – work together on a project that will put them all at risk. But this project is important to their dignity and self-esteem.

Themes Civil rights; African American history

Outcomes for This Unit

Reading (Literature) Outcomes

[CCSS.ELA-LITERACY.RL.9-10.1](#); [CCSS.ELA-LITERACY.RL.9-10.2](#); [CCSS.ELA-LITERACY.RL.9-10.3](#); [CCSS.ELA-LITERACY.RL.9-10.4](#); [CCSS.ELA-LITERACY.RL.11-12.1](#); [CCSS.ELA-LITERACY.RL.11-12.2](#); [CCSS.ELA-LITERACY.RL.11-12.3](#); [CCSS.ELA-LITERACY.RL.11-12.4](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading (Informational Text) Outcomes

[CCSS.ELA-LITERACY.RI.9-10.7](#)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing Outcomes

[CCSS.ELA-LITERACY.W.9-10.1](#); [CCSS.ELA-LITERACY.W.9-10.2](#); [CCSS.ELA-LITERACY.W.9-10.4](#); [CCSS.ELA-LITERACY.W.9-10.5](#); [CCSS.ELA-LITERACY.W.11-12.1](#); [CCSS.ELA-LITERACY.W.11-12.2](#); [CCSS.ELA-LITERACY.W.11-12.4](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Social Studies Outcomes

[CCSS.ELA-LITERACY.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Character-Based Literacy Program 90-Minute Lesson Plan

The Help, Day 1



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What Was the New Deal and How Did it Impact African Americans in the South?

The connection between Aibileen and Miss Skeeter began long before the center plot of this novel. As Chapter 2 tells us, Aibileen picked cotton on Skeeter's family plantation in 1931, during the Great Depression. Let's review the federal relief programs during the Great Depression and how they impacted African Americans.

The New Deal was a comprehensive effort of the US Government to manage the harsh realities of the Great Depression. In his presidential elections' acceptance speech, Roosevelt told the nation: "I pledge you, I pledge myself, to a new deal for the American people." The Roosevelt administration created new programs including banking reform, emergency relief, work relief, agricultural programs, union protection, the Social Security Act, and aid tenant farmers and migrant workers.

While some programs provided relief to all people in poverty, including African American, some programs further pushed African Americans below the poverty line. For example, executive orders that required minimum wage regulations made it illegal for employers to hire people who weren't worth the minimum because they lacked skills. The Agricultural Adjustment Act (AAA) program paid farmers to take land out of production. Five loan programs through the Farm Credit Administration, the Farm Security Administration, the Rural Electrification Administration, the Reconstruction Finance Corporation, and the Disaster Loan Corporation, each contributed to the increased uses of machinery in farms. However, since the loan programs primarily aimed help farm tenants and workers whom they considered to have the potential to become independent landowners, African American croppers who paid a share of the crop to the landowners were less likely candidates for the federal loans.

As a result of the cut in production and differential treatment of grant programs, some 500,000 blacks, particularly in the South, have lost their jobs and countless others found jobs with poor working conditions. Coupled with segregation in the South, many African Americans were left without means to pay for food and housing. The effects of the New Deal on African Americans and the rising interest of the Democratic party in civil rights led to a shift of African American voters' loyalty from the Republicans to the Democrats during the 1930s.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

parliamentary (6)	residence (29)	predicament (31)	proper (45)	wreck (49)
----------------------	-------------------	---------------------	----------------	---------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 1–4 (pp. 1–62). *For weekly class lessons, students should attempt to read 15 to 20 pages every day.*

Setting	Characters	Pages
Leefolt residence	Aibileen, Mae Mobley, Elizabeth, Hilly, Skeeter	1–35
Foote residence	Minnie, Celia	36–62

RESPOND

Timeline Agree on the facts in today's reading and list the most important events on the timeline.

Students might mention:

- Elizabeth Leefolt installs a separate bathroom for her maid, Aibileen.
- Hilly spreads rumors about Minny to prevent her from finding a job.
- Aibileen helps Minny get a job as a maid for Celia.
- Celia does not want to tell her husband that she has hired a maid.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

In this unit, we will go on a virtual tour of Jackson, Mississippi. We will travel back to 1962 and visit key sites on the Mississippi Freedom Trail and the [United States Civil Rights Trail](#). For each site, you will find its location and add 3–5 facts on a separate page. Keep your map and the site pages in a folder.

Today, Day 1, Download or draw a map of Jackson. Here is a sample site with a map of the Metro Jackson Area: <http://www.mjaams.com/map.html>. Acquaint yourself with the current view of the city and look up tourist attractions online.



Where Will You Go Today?

Find the location of the old Greyhound Bus Station. Note that the Bus Station was demolished in 1976 to construct the Davis Planetarium. The closest postal address of the place is 219 North Lamar Street, Jackson, MS. On May 24, 1961, a group of 27 Freedom Riders (both white and African American) arrived at the

station. In a former stop, in Montgomery Alabama, the riders were attacked by a white mob and the federal government had to provide the protection of the National Guard for the continuation of their journey until their next stop in Jackson. Upon their arrival, the Freedom Riders were arrested, tried and convicted for trespassing into the whites-only room. The incident attracted national attention and encouraged others to go on Freedom Rides throughout the South.

Look up additional information about the event and create a Site Page. Your site page should include: the site name, a brief (2–3 sentences) description of the site, the site location, as well as three to five facts about the historical significance of this site.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

The Jackson Journal

Imagine you are on the editorial team for *the Jackson Journal* newspaper.

Today, **Day 1**, you will contribute to the Sunday newspaper for **May 28, 1961**.

Choose one of the following assignments: A cover story about a recent event, an op-ed, a feature article about a policy or a trend, classified advertisements, a comic strip, business and finance section, sports page, and the home and culture, society, travel, and entertainment sections.

Decide on the size of your section (e.g., number of words), location in the newspaper, the topic, and images you will include with your piece.

Align the content, style, and tone of your piece with the period. You may look up old newspapers to get a feel of the style of the press in 1962.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Minny say that working for Miss Hilly would be like working for the KKK?
2. Describe the relationship between Miss Leefolt and her daughter, Mae Mobley.
3. What interactions between Skeeter and Aibileen support the argument that Aibileen was suspicious of white people, even the ones that seemed kind?

Analyze the key paragraph.

Key Paragraph, p. 35

“I put the iron down real slow, feel that bitter seed grow in my chest, the one planted after Treelore died. My face goes hot, my tongue twitchy. I don’t know what to say to her. All I know is, I ain’t saying it. And I know she ain’t saying what she want a say either and it’s a strange thing happening here cause nobody saying nothing and we still managing to have us a conversation.”

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Character Analysis: Aibileen Clark

Write two or three character analysis paragraphs (250 to 300 words). Use the Character Analysis Rubric, below, to guide your writing.

Category	4	3	2	1	Rating
Character Interpersonal Communication Traits: Indicators of the way the person interacts with others.	Two character traits are identified. Each trait is supported by an example or a quote.	One character trait is supported by example of quote. Additional traits are mentioned without direct evidence from the text.	Character traits are mentioned without direct evidence from the text.	No character traits or inaccurate character traits.	
Character values and beliefs: The virtues that guide the character's decisions and behavior.	Two character values/beliefs are identified. Each value/belief is supported by an example or a quote.	One character value/belief is supported by an example or quote. Additional values/beliefs are mentioned without direct evidence from the text.	Character values/beliefs are mentioned without direct evidence from the text.	No character values/beliefs or inaccurate character values/beliefs.	
Writing conventions	Generally correct spelling, capitalization, punctuation, and grammar. Paragraphs contain topic sentences.	Three or four spelling, capitalization, punctuation, or grammar errors, or missing topic sentence in at least one paragraph.	Five or six spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs.	Seven or eight spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs, or lack of paragraphing.	

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Help, Day 2



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Where Could African Americans Go to College in Mississippi in the Early 1960s?

In Chapter 6, Skeeter and Pascagoula watch James Meredith escorted by army soldiers as he starts his first year at the University of Mississippi. This moment was part of African Americans' fight to end school segregation in the South. In the early 1960s, African Americans attended what is known today as "Historically black colleges and universities (HBCUs)" – institutions of higher education which were established before the Civil Rights Act of 1964 with the goal of providing post-secondary education to African Americans. Other universities in the South, such as The University of Mississippi (also called 'Ole Miss') were regarded as a symbol of white prestige and power – the government of Mississippi openly objected to the integration of these institutions.

When James Meredith, an African-American Air Force veteran, applied to the University of Mississippi, he submitted the initial forms and was invited by the university to continue the application process, not knowing he was African American. Once the institution learned about his race, Mr. Meredith encountered a slow and interrupted application process. Mississippi's governor Ross Barnett attempted to prevent his enrollment and on September 13, 1962, told a large crowd of his supporters: "I have said in every county in Mississippi that no school in our state will be integrated while I am your governor." However, this statement directly violated the 1954 *Brown v. Board of Education* Supreme Court ruling that school segregation is illegal. Supreme Court Justice Hugo Black ordered the university to admit James Meredith. After a threat by the attorney general, Barnett agreed to safely bring Mr. Meredith to the university campus for registration to his courses.

On September 30, 1962, hundreds of people rioted on and near the campus and attempted to block Meredith's way. Two men were killed. More than 3,000 federal soldiers were called to contain the protests. This event was known as the Ole Miss riot of 1962 or the Battle of Oxford.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Gumption (65)	Accentuate (67)	Cordial (96)	Tenacity (103)	Discomfort (103)
------------------	--------------------	-----------------	-------------------	---------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 5–8 (pp. 63–130). *For weekly class lessons, students should attempt to read 15 to 20 pages every day.*

Setting	Characters	Pages
Skeeter's home	Skeeter (Eugenia) Phelan, Pascagoula, Hilly (flashback: Constantine)	63–81
Skeeter's home	Skeeter, Elaine Stein (correspondence)	82–84
Jackson Journal office	Skeeter, Mister Golden	84–87
Skeeter's home	Skeeter, Skeeter's mother	87–88
Elizabeth's home	Skeeter, Elizabeth, Hilly, Aibileen	88–95
Skeeter's home	Skeeter, Skeeter's father	95–98
Elizabeth's home	Skeeter, Aibileen	98–101
Hilly's home	Skeeter, Hilly	101–103
Skeeter's home	Skeeter	103–104
Elizabeth's home; Jitney 14	Aibileen, Mae Mobley, Elizabeth, Robert Brown, Skeeter, Miss Frederick, Franny Coots	105–120
Skeeter's home	Skeeter, Elaine Stein	121–125
Elizabeth's home	Skeeter, Hilly, Aibileen	125–127
Skeeter's home	Skeeter, Skeeter's mother	127–130

RESPOND

Timeline Agree on the facts in today's reading and list the most important events on the timeline.

Students might mention:

- Aibileen helps Skeeter answer questions for her Miss Myrna column.
- Hilly sets up a double date: Hilly, her husband William, Skeeter, and William's and the cousin of Hilly's husband, Stuart Whitworth. During the date, Stuarts gets drunk and accuses Skeeter for "professional husband hunting."
- May Mobley is punished for using Aibileen's bathroom.
- Louvenia Brown's grandson, Robert, is beaten by thugs for accidentally using a bathroom for white people. He is injured and blind.

- Skeeter is considering writing a book about the perspective of African American maids.
- Skeeter asks Aibileen to tell her story but Aibileen declines.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Today, you will continue your virtual tour of Jackson, Mississippi. Use the map you have created in Day 1.



Where Will You Go Today?

On your map, note the location of the [COFO Central Offices](#) in Jackson, Mississippi. COFO (Council of Federated Organizations) coordinated efforts of several activist groups in the years 1963–1965. Student Nonviolent Coordinating Committee Field Secretary

Bob Moses proposed the establishment of this umbrella organization to coordinate the efforts of civil rights activists. In 1963, COFO organized the Freedom Vote campaign in which 80,000 African Americans cast their votes for Mississippi Freedom Democratic Party running mates Aaron Henry and the Rev. Ed King. One of the most notable projects organized by COFO was Freedom Summer. Look up information about the operations of COFO and create a Site Page. Your site page should include: the site name, a brief (2–3 sentences) description of the site, the site location, and three to five facts about the historical significance of this site.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

The Jackson Journal

Imagine you are on the editorial team for *the Jackson Journal* newspaper.

Today, **Day 2**, you will contribute to the Sunday newspaper for **September 30, 1962**.

Choose one of the following assignments: A cover story about a recent event, an op-ed, a feature article about a policy or a trend, advice column, classified advertisements, a comic strip, business and finance section, sports page, and the home and culture, society, travel, and entertainment sections. **Note:** Students are encouraged to write a different part of the newspaper in each day of this unit.

Decide on the size of your section (e.g., number of words), location in the newspaper, the topic, and images you will include with your piece. Align the content, style, and tone of your piece with the period. You may look up old newspapers to get a feel of the style of the press media in 1962.

Discussion

Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What are the differences in Skeeter's mother and Aibileen's reactions to the news that Skeeter is the new Miss Myrna when she doesn't know anything about housekeeping?
2. What happened to Aibileen's son, Treelore?
3. What is Skeeter's book idea? Do you think it is a good idea?

Analyze

the key paragraph.

Key Paragraph, p. 124

"A little dangerous?" She laughed. "The marches in Birmingham, Martin Luther King. Dog attacking colored children. Darling, it's the hottest topic in the nation. But, I'm sorry, this will never work. Not as an article, because no Southern newspaper would publish it. And certainly not as a book. A book of *interviews* would never sell."

EXTEND

Write

a short product based on today's prompt to connect to the unit theme.

Character Analysis: Minny Jackson

Write two or three character analysis paragraphs (250 to 300 words). Use the Character Analysis Rubric, below, to guide your writing.

Category	4	3	2	1	Rating
Character Interpersonal Communication Traits: How the person interacts with others.	Two character traits are identified. Each trait is supported by an example or a quote.	One character trait is supported by example of quote. Additional traits are mentioned without direct evidence from the text.	Character traits are mentioned without direct evidence from the text.	No character traits or inaccurate character traits.	
Character values and beliefs: The virtues that guide the character's decisions and behavior.	Two character values/beliefs are identified. Each value/belief is supported by an example or a quote.	One character value/belief is supported by an example or quote. Additional values/beliefs are mentioned without direct evidence from the text.	Character values/beliefs are mentioned without direct evidence from the text.	No character values/beliefs or inaccurate character values/beliefs.	
Writing conventions	Generally correct spelling, capitalization, punctuation, and grammar. Paragraphs contain topic sentences.	Three or four spelling, capitalization, punctuation, or grammar errors, or missing topic sentence in at least one paragraph.	Five or six spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs.	Seven or eight spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs, or lack of paragraphing.	

Close

by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Help, Day 3



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Who Could Vote in Mississippi in the 1950s and early 1960s?

The Mississippi legislation required that a person must be able to read and write any section of the Mississippi Constitution, give a reasonable interpretation of the Constitution to the county registrar, and be able to demonstrate an understanding of the duties and obligations of citizenship under a constitutional form of government. The person should make a sworn written application for registration on a form which would be prescribed by the State Board of Election Commissioners. The county registrars had unlimited discretion when they determined whether an applicant provided reasonable answers to the application questions.

The registrars could select different sections of the Mississippi Constitution – which varied in length and complexity – for interpretation by the applicants. Also, registrars were not required to follow any specified standards when judging applicants' understanding of the duties and obligations of citizens. Beginning in 1960, applicants also had to demonstrate good moral character. The names of applicants were published and qualified voters (mostly white men) were permitted to challenge any applicant under the good moral character provision.

The few African Americans who passed all these hurdles were subject to intimidation and threat to prevent them from going to the polls. The Voting Rights Act of 1965 permanently removed the legal restrictions on voting rights. According to this law, "No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color."

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Maintenance (138)	Intruder (159)	Motto (160)	Sanitation (184)	Immunities (184)
----------------------	-------------------	----------------	---------------------	---------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 9–12 (pp. 131–193). *For weekly class lessons, students should attempt to read 15 to 20 pages every day.*

Setting	Characters	Pages
Kennington's; Skeeter's home	Skeeter, Carlton	131–135
Hilly's home; Robert E. Lee Hotel	Skeeter, Hilly, Stuart, William	136–141
Skeeter's home	Skeeter, Aibileen (by phone)	142–143
Celia's home	Minny, Celia	144–147
Church on Farish Street	Minny, Aibileen	148–152
Celia's house	Minny, Celia, Johnny	152–165
Aibileen's house	Skeeter, Aibileen	166–171
Hilly's home	Skeeter, Hilly, Elizabeth, Lou Anne Templeton	171–173
Skeeter's house/Aibileen's house	Skeeter, Aibileen	173–181
Elizabeth's house	Skeeter, Hilly, Elizabeth, Aibileen	177–184
Skeeter's house	Skeeter, Elaine Stein (by phone)	184–186
Aibileen's house	Skeeter, Aibileen, Minny	186–193

RESPOND

Timeline Agree on the facts in today's reading and list the most important events on the timeline.

Students might mention:

- Skeeter goes on a double date with Hilly. Stuart is rude and drunk.
- Celia is chronically ill.
- Johnny finds out that Minny is working as a maid at his house.
- Skeeter interviews Aibileen. Aibileen is too afraid to speak up about her job.
- Skeeter brings Aibileen books available only at the library section for white people.
- Minny agrees to be interviewed.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.



Where Will You Go Today?

Find Woolworth Sit-in. The closest postal address is 126-164 E Capitol St, Jackson, MS. On May 28, 1963, Tougaloo College students Pearlena Lewis, Anne Moody, Trumpauer Mulholland, and Memphis Norman, their sociology professor, John Salter, and White Tougaloo chaplain Ed King sat at the whites-only lunch

counter to challenge segregation which was the norm in Woolworth branches as well as other lunch places in the South. The group endured insults and attacks by an increasingly violent white mob. Memphis Norman was thrown from his seat and kicked in the head as he lay on the floor. The mob slapped the protestors, poured hot coffee, syrup, salt, pepper, and mustard over them, and even burned cigarettes on their skin. The police let the abuse go on for three hours before intervening. African American high school and college students participated in sit-in protests across the South, and, in every state, some of them were arrested. When the protesters were brought before the Supreme Court of the United States, the judge overturned all convictions.

Look up additional information about this event and create a Site Page. Your site page should include: the site name, a brief (2–3 sentences) description of the site, the site location, as well as three to five facts about the historical significance of this site.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

The Jackson Journal

Imagine you are on the editorial team for *the Jackson Journal newspaper*.

Today, **Day 3**, you will contribute to the Sunday newspaper for **June 2, 1963**.

Choose one of the following assignments: A cover story about a recent event, an op-ed, a feature article about a policy or a trend, classified advertisements, a comic strip, business and finance section, sports page, and the home and culture, society, travel, and entertainment sections.

Decide on the size of your section (e.g., number of words), location in the newspaper, the topic, and images you will include with your piece.

Align the content, style, and tone of your piece with the period. You may look up old newspapers to get a feel of the style of the press in 1963.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why is Minny afraid of Johnny?
2. Why is it so hard for Aibileen to tell Skeeter what she dislikes about her job?
3. What might happen to Aibileen and Minny if people find out about the interviews for Skeeter's book?

Compare and Contrast Literary Works

- A. **Opening question:** What does Aibileen mean when she says: "White people have been representing colored opinions since the beginning a time." (p. 150)?
- B. **Reading activity:** Ask students to read pages 116–117 in the book, [Memorials of a Southern Planter](#) published in 1888 by Susan Dabney Smedes. To reach this page:
- Access the free eBook at https://books.google.com/books?id=jiOQjBn_yj4C&oe=UTF-8
 - Click on the Table of Contents.
 - Click on the Chapter X link
 - Read from the paragraph beginning with "Managing a plantation was something like managing a kingdom." To the paragraph ending with the sentence "It was a secret imparted by Mammy Maria to her mistress that great was the disappointment of those who had acted their part, thereby cutting themselves off from a much-coveted pleasure."
- C. **Analysis Prompt:** How are African American portrayed in the book, *Memorials of a Southern Planter*? What hidden biases and stereotypes do you see in the text? How does this portrayal can help the reader of the book, *The Help*, understand the belief system that informed Hilly and Elizabeth's upbringing and behavior?
- D. **Extend:** Can books sustain prejudice and discrimination? What reading skills and world knowledge should readers have to respond to literature critically?

Analyze the key paragraph.

Key Paragraph, p. 169

"What do you like best about being a main and what do you like least?"

She looks up at me, like I've asked her to define a dirty word.

"I—I spec I like looking after the kids best," she whispers.

"Anything...you'd like to add...about that?"

"No ma'am."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Character Analysis: Eugenia 'Skeeter' Phelan

Write two or three character analysis paragraphs (250 to 300 words). Use the Character Analysis Rubric, below, to guide your writing.

Category	4	3	2	1	Rating
Character Interpersonal Communication Traits: Indicators of the way the person interacts with others.	Two character traits are identified. Each trait is supported by an example or a quote.	One character trait is supported by example of quote. Additional traits are mentioned without direct evidence from the text.	Character traits are mentioned without direct evidence from the text.	No character traits or inaccurate character traits.	
Character values and beliefs: The virtues that guide the character's decisions and behavior.	Two character values/beliefs are identified. Each value/belief is supported by an example or a quote.	One character value/belief is supported by an example or quote. Additional values/beliefs are mentioned without direct evidence from the text.	Character values/beliefs are mentioned without direct evidence from the text.	No character values/beliefs or inaccurate character values/beliefs.	
Writing conventions	Generally correct spelling, capitalization, punctuation, and grammar. Paragraphs contain topic sentences.	Three or four spelling, capitalization, punctuation, or grammar errors, or missing topic sentence in at least one paragraph.	Five or six spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs.	Seven or eight spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs, or lack of paragraphing.	

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Help, Day 4



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What Were the Jim Crow Laws?

Jim Crow was a theatrical character who wore tattered clothes and performed a song and dance minstrel act. His minstrel song and dance featuring the song 'Jump Jim Crow.' This caricature of the image of an African American influenced many white people. The name, Jim Crow, became a derogatory nickname for African Americans.

The Jim Crow Laws were a set of behavior codes that specified how to maintain racial segregation in the state. Each state created its set of laws. Over the years, between 1865 and 1958 the list of laws grew larger. Here are some of the laws mandated in Mississippi:

1. **Prison:** The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts.
2. **Education:** Separate schools shall be maintained for the children of the white and colored races.
3. **Promotion of Equality:** Any person...who shall be guilty of printing, publishing or circulating printed, typewritten or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both.
4. **Promotion of Equality:** Any person...who shall be guilty of printing, publishing or circulating printed, typewritten or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both.
5. **Hospital Entrances:** There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared.
6. **Railroads:** Railroad shall provide separate waiting rooms for white and black passengers. Separate restrooms are to be provided also.

7. **Public Accommodation:** Firms and corporations authorized to choose their clientele and the right to refuse service to any person.
8. **Recreation:** The governor can choose to close parks to prevent desegregation.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Compilation (202)	Unlawful (202)	Interchangeable (202)	Franticness (204)	Paraphernalia (240)
----------------------	-------------------	--------------------------	----------------------	------------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 13–16 (pp. 194–248). *For weekly class lessons, students should attempt to read 15 to 20 pages every day.*

Setting	Characters	Pages
Aibileen's house	Skeeter, Aibileen, Minny	194–195
Skeeter's house; Robert E. Lee Hotel	Skeeter, Skeeter's mother, Stuart	195–201
Public library	Skeeter	201–204
A League meeting	Skeeter, Hilly, Elizabeth	205–208
Skeeter's house	Skeeter, Skeeter's mother	208–210
Hilly's house	Skeeter, Hilly	211–213
Aibileen's house	Aibileen, Skeeter, Minny	214–216
Elizabeth's house	Aibileen, Mae Mobley, Heather, Elizabeth, Hilly	216–225
Bus, Minny's house	Aibileen, Minny	226–231
Elizabeth's house	Aibileen, Elizabeth, Miss Fredericks (Elizabeth's mother), Mae Mobley	231–235
Jackson Country Club	Aibileen, Elizabeth, Hilly	235–242
Church on Farish Street	Aibileen, Minny, Yule May	243–248

RESPOND

Timeline Agree on the facts in today's reading and list the most important events on the timeline.

Students might mention:

- Stuart and Skeeter start dating.
- Hilly finds Skeeter's satchel and is suspicious about its content.
- Medgar Evers has been assassinated by the KKK.
- There is a growing frustration of African Americans in Mississippi about the violence of the KKK.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.



Where Will You Go Today?

Find Medgar Evers' home at 2332 Margaret W Alexander Drive, Jackson, MS. Evers worked as an insurance salesman when he witnessed firsthand the plight of fellow African Americans in Mississippi. He joined the National Association for the Advancement of Colored People and became Mississippi's first

field secretary. He fought to end segregation in schools and other public services and to provide equal rights to African Americans. On June 12, 1963 Evers was assassinated outside his home. Here is a link to an article about this murder case on the FBI website: <https://www.fbi.gov/history/famous-cases/medgar-evers>

Look up additional information about the event and create a Site Page. Your site page should include: the site name, a brief (2–3 sentences) description of the site, the site location, as well as three to five facts about the historical significance of this site.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

The Jackson Journal

Imagine you are on the editorial team for *the Jackson Journal newspaper*. Today, **Day 4**, you will contribute to the Sunday newspaper for **June 16, 1963**.

Choose one of the following assignments: A cover story about a recent event, an op-ed, a feature article about a policy or a trend, classified advertisements, a comic strip, business and finance section, sports page, and the home and culture, society, travel, and entertainment sections. Decide on the size of your section (e.g., number of words), location in the newspaper, the topic, and images you will include with your piece.

Align the content, style, and tone of your piece with the period. You may look up old newspapers to get a feel of the style of the press in 1963.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Where are African Americans and Jews allowed to go swimming in Jackson?
2. Why is Hilly avoiding Skeeter?
3. What topics are discussed during the Community Concerns Meetings at the church that Aibileen and Minny attend?
4. On what matters do Jessup and Deacon Thoroughgood disagree?



Unit Theme Connection: Kindness Requires Empathy

Irony is a powerful literary device that contrasts two competing realities. Kathryn Stockton shows the irony in the initiatives led by Hilly as part of the work of the Junior League of Jackson. The two major initiatives the reader will learn about are: separation of bathrooms in private houses (“The Home Help Sanitation Initiative”) and collecting money for the “The Poor Starving Children of Africa.” The setting is based on a real organization, the Junior League of Jackson, in which volunteer women came together to design and carry out projects for the local community. In the 1960s, the Junior League of Jackson responded to true needs and worked to support mental health services, support the Old Capitol museum, and fundraise for Hurricane Camille relief. However, the depiction of the League in the book, *The Help*, is satirical. Through irony and paradox, the reader is introduced repeatedly to the discrepancies between the values of the League and its hostilities and manipulations. Hilly is portrayed as generally lacking empathy and compassion towards Yule May, Minny, Aibileen, Skeeter, Celia, and even her own mother. Her unkind nature is presented in sharp contrast to her hypocritical involvement in charity. Another irony – Hilly’s prejudice is the number one contributing factor to the participation of the maids in Skeeter’s interviews – a courageous social action that publicly shares the ugly truth about racial discrimination. Trough kindness in the book, *The Help*, is reflected in the theme of authentic storytelling – publishing the biographies of marginalized women as told in their own words.

Analyze the key paragraph.

Key Paragraph, p. 228

“Medgar Evers? What happen? I met Myrlie Evers, his wife, last fall, when she visit our church with Mary Bone’s family. She wore this smart red-and-black scarf tied on her neck. I remember how she looked me in the eye, smiled like she was real glad to meet me. Medgar Evers like a celebrity around here, being so high in the NAACP.”

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Character Analysis: Hilly Holbrook

Write two or three character analysis paragraphs (250 to 300 words). Use the Character Analysis Rubric, below, to guide your writing.

Category	4	3	2	1	Rating
Character Interpersonal Communication Traits: Indicators of the way the person interacts with others.	Two character traits are identified. Each trait is supported by an example or a quote.	One character trait is supported by example of quote. Additional traits are mentioned without direct evidence from the text.	Character traits are mentioned without direct evidence from the text.	No character traits or inaccurate character traits.	
Character values and beliefs: The virtues that guide the character's decisions and behavior.	Two character values/beliefs are identified. Each value/belief is supported by an example or a quote.	One character value/belief is supported by an example or quote. Additional values/beliefs are mentioned without direct evidence from the text.	Character values/beliefs are mentioned without direct evidence from the text.	No character values/beliefs or inaccurate character values/beliefs.	
Writing conventions	Generally correct spelling, capitalization, punctuation, and grammar. Paragraphs contain topic sentences.	Three or four spelling, capitalization, punctuation, or grammar errors, or missing topic sentence in at least one paragraph.	Five or six spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs.	Seven or eight spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs, or lack of paragraphing.	

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Help, Day 5



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What Characterized African American Novels Published Before the 1970s?

African American novelists in the South wrote several historical fiction novels that dealt with the conditions of slavery and the human spirit. These novels covered topics such as the slave revolt in Virginia in the 1800s, relationships between slaves and slave-owners, and the American Civil War. Some of the well-known books include *Black Thunder* (Arna Bontemps, 1936), *The Foxes of Harrow* (Frank Yerby, 1946), *The Rootless* (Waters Turpin, 1957), and *Jubilee* (Margaret Walker, 1966). Other novels focused on the migration of African Americans to the North and dealt with current topics such as lynching, life in segregated neighborhoods, and social justice and stereotypes. These novels included *The Autobiography of an Ex-Coloured Man* (James Weldon Johnson, 1912), *Invisible Man* (Ralph Ellison's, 1952); *Native Son* (Richard Wright, 1940), and *Blood on the Forge* (William Attaway, 1941). These novels stood in contrast to the dehumanizing and humiliating Jim Crow laws of these times. While White people attempted to present African-Americans as people with inferior intellectual capacity and no culture or identity, the voices of African American authors helped readers maintain racial pride, a connection between their past and present, and aspirations for a better future.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Courtesy (264)	Mischievous (286)	Ingrained (287)	Penitentiary (294)	Duplicitous (310)
-------------------	----------------------	--------------------	-----------------------	----------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read Chapters 17–20 (pp. 249–323). *For weekly class lessons, students should attempt to read 15 to 20 pages every day.*

Setting	Characters	Pages
Celia's house	Minny, Celia	249–254
Church	Minny, Aibileen	254–256
Minny's house	Minny, Kindra, Benny, Felicia, Leroy	256–259
Celia's house	Minny, Celia	259–265
Minny's house	Minny, Sugar, Leroy, Aibileen	265–268
Celia's house	Minny, Celia, Doctor Tate	265–279
Skeeter's house	Skeeter, Stuart, Pascagoula, Skeeter's mother, Aibileen, Yule May	280–294
Aibileen's house	Skeeter, Reverend Johnson, Aibileen, Louvenia, Minny, maids (unidentified)	295–298
Elizabeth's house	Skeeter, Elizabeth, Hilly, Lou Ann	298–299
Aibileen's house	Skeeter, Aibileen, Alice, Eula, Fanny Amos, Winnie, Flora Lou, Cleontine	299–301
Skeeter's house	Skeeter, Skeeter's mother, Stuart	301–302
Aibileen's house	Skeeter, Aibileen, Fanny Amos, Faye Belle, Louvenia, Winnie, Cleontine, Gretchen, Callie	299–307
State Senator Whitworth's house	Skeeter, Skeeter's parents, Senator "Stoolie" Whitworth, Francine Whitworth, Stuart	308–323

RESPOND

Timeline Agree on the facts in today's reading and list the most important events on the timeline.

Students might mention:

- Minny suspects that Celia is an alcoholic and gets into a fight with Celia.
- Celia has a miscarriage. Celia tells Minny about the other miscarriages.
- The imprisonment of Yule May triggers a wave of support from African American maids in her church – all committing to be interviewed by Skeeter.
- Skeeter and her parents have dinner at the Whitworth's house. Skeeter and Stuart break up.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.



Where Will You Go Today?

Find the location of the [Freedom Democratic Party Convention](#) that was held on August 6, 1964 and included Aaron Henry, Joseph Rauh, Bob Moses, Ella Baker, and Rev. Ed King. The convention was held at the Masonic Temple building on Lynch Street. The party had delegates selected in different Mississippi counties and included sharecroppers, farmers, housewives, teachers, maids, deacons & ministers, factory workers, and small business owners. The establishment of the Freedom Democratic Party and the convention were part of the Freedom Summer Project which helped Mississippi's African-American residents register to vote, establish a new political party and learn about history and politics in newly-formed Freedom Schools.

Look up additional information about the event and create a Site Page. Your site page should include: the site name, a brief (2–3 sentences) description of the site, the site location, as well as three to five facts about the historical significance of this site.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

The Jackson Journal

Imagine you are on the editorial team for *the Jackson Journal newspaper*.

Today, **Day 5**, you will contribute to the Sunday newspaper for **August 9, 1964**.

Choose one of the following assignments: A cover story about a recent event, an op-ed, a feature article about a policy or a trend, classified advertisements, a comic strip, business and finance section, sports page, and the home and culture, society, travel, and entertainment sections.

Decide on the size of your section (e.g., number of words), location in the newspaper, the topic, and images you will include with your piece.

Align the content, style, and tone of your piece with the period. You may look up old newspapers to get a feel of the style of the press in 1962.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why is Yule May in jail and how did that event affect Skeeter's book?
2. What stories did the maids share with Skeeter?
3. Why did Stuart and Skeeter break up?

Analyze the key paragraph.

Key Paragraph, p. 256

“I didn’t want Aibileen to know that. I don’t want anybody to know how much I need those Skeeter stories. Now that I can’t come to the Shirley Boon meetings anymore, that’s pretty much all I’ve got. Ans I am not saying that Miss Skeeter meetings are fun. Every time we meet, I complain. I moan. I get mad and throw a hot potato fit. But here’s the thing: I like telling my stories. It feels like I’m doing something about it. When I leave, the concrete in my chest has loosened, melted down so I can breathe for a few days.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

Character Analysis: Stuart Whitworth

Write two or three character analysis paragraphs (250 to 300 words). Use the Character Analysis Rubric, below, to guide your writing.

Category	4	3	2	1	Rating
Character Interpersonal Communication Traits: Indicators of the way the person interacts with others.	Two character traits are identified. Each trait is supported by an example or a quote.	One character trait is supported by example of quote. Additional traits are mentioned without direct evidence from the text.	Character traits are mentioned without direct evidence from the text.	No character traits or inaccurate character traits.	
Character values and beliefs: The virtues that guide the character’s decisions and behavior.	Two character values/beliefs are identified. Each value/belief is supported by an example or a quote.	One character value/belief is supported by an example or quote. Additional values/beliefs are mentioned without direct evidence from the text.	Character values/beliefs are mentioned without direct evidence from the text.	No character values/beliefs or inaccurate character values/beliefs.	
Writing conventions	Generally correct spelling, capitalization, punctuation, and grammar. Paragraphs contain topic sentences.	Three or four spelling, capitalization, punctuation, or grammar errors, or missing topic sentence in at least one paragraph.	Five or six spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs.	Seven or eight spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs, or lack of paragraphing.	

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Help, Day 6



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What Was The March on Washington for Jobs and Freedom?

The March on Washington for Jobs and Freedom – the most massive demonstration for human rights in US history – aimed to promote national awareness of racial inequality and injustice in the US. The March took place on August 28, 1963. It was a combined effort of multiple civil rights groups, student groups, unions, and religious groups. The planning of the March was met with concerns from the White House. President John F. Kennedy was worried about the US international reputation and the potential negative effects of the March on the US global image. State representatives attempted to prevent the March through legislation. For example, Representative Albert Watson proposed a cessation of mass protests while the Civil Rights bill was being considered. More than 250,000 demonstrators participated in the event which began with a rally at the Washington Monument. The participants marched the mile-long National Mall to the Lincoln Memorial. The three-hour long program at the Lincoln Memorial included speeches from prominent civil rights and religious leaders. The highlight of the event was Martin Luther King's "[I Have a Dream](#)" speech. The day ended with a meeting between the march leaders and President John F. Kennedy at the White House.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

specialist (343)	charade (355)	contributor (379)	gentility (383)	Miscommunication (388)
---------------------	------------------	----------------------	--------------------	---------------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read Chapters 21–27 (pp. 324–434). *For weekly class lessons, students should attempt to read 15 to 20 pages every day.*

Setting	Characters	Pages
Skeeter's house	Skeeter, Carlton and Charlotte Phelan (Skeeter's parents)	324–327
Aibileen's house	Aibileen, Skeeter	327–328
League meeting	Skeeter, Hilly, Elizabeth	328–331
Skeeter's house	Skeeter	331–332
Elizabeth's house	Aibileen, Mae Mobley, Elizabeth, Skeeter	333–338
The front yard of Hilly's house	Aibileen, Mae Mobley	338–341
Elizabeth's house	Aibileen, Elizabeth, Hilly, Raleigh Leefolt (Elizabeth's husband)	341–344
Aibileen's house	Aibileen, Minny, Skeeter	344–346
Elizabeth's house	Aibileen, Elizabeth, Mae Mobley, Celia, Hilly	347–353
Celia's house	Minny, Celia, Naked Man	354–365
Aibileen's house	Minny, Aibileen	365–369
Celia's house	Minny, Celia	369–376
Robert E. Lee Hotel	Hilly, Celia, Johnny, Skeeter, Miss Walters (Hilly's mother)	377–391
Minny's house	Minny, Sugar	392–393
Celia's house	Minny, Celia	393–402
Skeeter's house	Skeeter, Elaine Stein	403–409
Aibileen's house	Skeeter, Aibileen	409–411
League meeting	Hilly, Skeeter	411–414
Skeeter's home	Skeeter, Stuart	415–418
Aibileen's house	Aibileen, Minny, Skeeter	418–419
Skeeter's home	Skeeter, Stuart, Skeeter's mother	419–420
Aibileen's house	Aibileen, Skeeter	421–424
Skeeter's home	Skeeter, Skeeter's mother	424–430
Aibileen's house	Skeeter, Aibileen, Minny	430–433
Post office	Skeeter, postman	433–434

RESPOND

Timeline Agree on the facts in today's reading and list the most important events on the timeline.

Students might mention:

- Hilly threatens to tell the League about Skeeter's possession of racial integration materials if she does not print an article about the initiative before the elections.

- A spectacular scene of used toilets on Hilly's front yard makes the front page of the Jackson Journal.
- Elizabeth's husband, Raleigh Leefolt, threatens that if Aibileen talks with Skeeter, he will make sure she is unemployable.
- Hilly finds out that Minny works for Celia.
- Celia gets suspicious about the bruises on Minny's face.
- Celia shows strength when she beats up the naked man in her yard.
- Celia's efforts to become friends with Hilly are halted when Hilly blames her for getting her Minny's pie.
- Elaine Stein changes the deadline for submission of the book manuscript.
- Skeeter discovers in a League meeting that she has been removed from her position as the editor of the League's newsletter.
- Stuart and Skeeter start dating again.
- Aibileen chooses a title to the book – Help.
- Skeeter learns the true reasons for Constantine's travel to Chicago.
- Minny suggests to include the pie story in the book, as insurance.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.



Where Will You Go Today?

Find Farish Street Neighborhood Historic District on the map. Based on the 1896 *Plessy vs. Ferguson* Supreme Court decision which held that businesses could be separate, Farish street was designated as the business district for African Americans in

Jackson. Small business owners who were not allowed to have their shops and offices in other areas of Jackson, worked on Farish Street. They included lawyers, accountants, doctors, dentists, and shop owners.

Look up additional information about Farish Street and create a Site Page. Your site page should include: the site name, a brief (2–3 sentences) description of the site, the site location, as well as three to five facts about the historical significance of this site.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

The Jackson Journal

Imagine you are on the editorial team for *the Jackson Journal newspaper*.

Today, **Day 6**, you will contribute to the Sunday newspaper for **September 1, 1963**.

Choose one of the following assignments: A cover story about a recent event, an op-ed, a feature article about a policy or a trend, classified advertisements, a comic strip, business and finance section, sports page, and the home and culture, society, travel, and entertainment sections.

Decide on the size of your section (e.g., number of words), location in the newspaper, the topic, and images you will include with your piece. Align the content, style, and tone of your piece with the period. You may look up old newspapers to get a feel of the style of the press in 1963.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why is Celia eager to attend the Benefit at the Robert E. Lee Hotel?
2. What would happen to Minny if she killed the Naked Man?
3. Why is Chapter 25 (The Benefit) written from a third-person point of view?
4. Why did Minny play the pie trick on Hilly?
5. What is the symbolic significance of the book title that Aibileen chooses – Help?
6. What racial stereotypes of African Americans do Hilly and Skeeter’s mother share?
7. Why was the Terrible Awful story needed as insurance?

Analyze the key paragraph.

Key Paragraph, p. 324

“...I mean, around us it’s one thing, but around some other people, she’s going to get a big trouble.”

“It’s true. There are some racists in this town,” Miss Leefolt say.

Miss Hilly nod her head. “Oh, they’re out there.”

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Character Analysis: Celia Foote

Write two or three character analysis paragraphs (250 to 300 words). Use the Character Analysis Rubric, below, to guide your writing.

Category	4	3	2	1	Rating
Character Interpersonal Communication Traits: Indicators of the way the person interacts with others.	Two character traits are identified. Each trait is supported by an example or a quote.	One character trait is supported by example of quote. Additional traits are mentioned without direct evidence from the text.	Character traits are mentioned without direct evidence from the text.	No character traits or inaccurate character traits.	
Character values and beliefs: The virtues that guide the character's decisions and behavior.	Two character values/beliefs are identified. Each value/belief is supported by an example or a quote.	One character value/belief is supported by an example or quote. Additional values/beliefs are mentioned without direct evidence from the text.	Character values/beliefs are mentioned without direct evidence from the text.	No character values/beliefs or inaccurate character values/beliefs.	
Writing conventions	Generally correct spelling, capitalization, punctuation, and grammar. Paragraphs contain topic sentences.	Three or four spelling, capitalization, punctuation, or grammar errors, or missing topic sentence in at least one paragraph.	Five or six spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs.	Seven or eight spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs, or lack of paragraphing.	

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Help, Day 7



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

How Did Jackson, Mississippi Maintain a Segregated Society?

Jackson Mississippi maintained a highly segregated community with the support of the state government, white supremacist groups, and community members. In 1956, The Mississippi State Sovereignty Commission was established to protect the sovereignty of the state of Mississippi from interference by the Federal Government. The Commission used paid and unpaid informants and private detectives to spy on Civil Rights activists. The Commission funded pro-segregation activities and distributed right-wing propaganda. Vigilante groups like the Ku Klux Klan threatened African Americans and any white people who attempted to support their civil rights. Armed and supported by the local police, the Klan in Mississippi conducted a campaign of fear and intimidation. Despite Federal legislation, with the encouragement of white parents, the Jackson Municipal Separate School District was segregated by race until the end of the 1960s.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

eradicate (443)	manuscript (449)	ripping (489)	baffling (495)	charges (521)
--------------------	---------------------	------------------	-------------------	------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 28–34 (pp. 435–522). *For weekly class lessons, students should attempt to read 15 to 20 pages every day.*

Setting	Characters	Pages
Skeeter's home	Skeeter, Doctor Neal, Skeeter's parents, Carlton, Stuart	435–452
Aibileen's house	Skeeter, Aibileen, Minny	452–455
Elizabeth's house	Elizabeth, Aibileen, Mae Mobley	456–461

Minny's house	Aibileen, Minny	461–463
Aibileen's house	Aibileen	463–465
Church	Deacon Thomas, Aibileen, Minny	466–468
Elizabeth's house	Aibileen, Elizabeth,	468–471
Celia's house	Celia, Johnny, Minny	472–476
Minny's house	Minny, Leroy	476–477
Elizabeth's house/Jitney	Aibileen, Elizabeth, Hilly, Mae Mobley	478–482
Minny's house	Minny, Kindra, Aibileen, Leroy	483–486
Skeeter's home/Brent's Drugstore	Skeeter, Elizabeth, Lou Anne, Hilly, Minny, Aibileen	487–500
Elizabeth's house	Aibileen, Minny, Hilly, Elizabeth, Lou Anne	501–503
Minny's house	Aibileen, Minny,	503–505
Elizabeth's house	Aibileen, Elizabeth, Raleigh Leefolt (Elizabeth's husband), May Mobley, Ross	506–508
Elizabeth's house/ Hilly's house	Aibileen, Ernestine	508–509
Aibileen's house	Aibileen, Skeeter	509–516
Elizabeth's house	Aibileen, Mae Mobley, Elizabeth, Hilly	516–522

RESPOND

Timeline Agree on the facts in today's reading and list the most important events on the timeline.

Students might mention:

- Doctor Neal tells Skeeter that her mother has cancer and has few months to live.
- Stuart proposes to Skeeter and then changes his mind after hearing about the book.
- Harper and Row wants to publish the book. It is scheduled to be in the stores by August 1964.
- Aibileen brings a copy of the book to Minny and tells her that the Jackson public library for white people will have three copies of the book.
- The church officers, deacons, and members come together to celebrate Aibileen's work on the book.
- Aibileen, Minny, and Skeeter are worried that readers will make a connection between the fictitious characters in the book and their equivalents in Jackson.
- Celia and Johnny tell Minny that she will always have a job at their house.
- Minny is pregnant and afraid that Leroy will start hitting her again.

- Lou Anne tells Skeeter that she will never fire Louvenia, even if it turns out she is part of the book.
- Hilly threatens to tell Skeeter's mother about the book.
- Hilly denies that the book is about Jackson.
- Raleigh catches May Mobley replaying one of Aibileen's stories.
- The publisher prints additional 5,000 copies of the book.
- Skeeter decides to move to New York. Aibileen becomes the next Miss Myrna.
- Minny decides to leave Leroy and take the children with her.
- Elizabeth fires Aibileen.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.



Where Will You Go Today?

Find the New Capitol Building, completed in 1903. In June, 1965, the Mississippi Freedom Democratic Party organized a one-mile silent march as part of their efforts to increase the number of African Americans eligible to vote. The limited number of African American voters was an impediment to acquiring a sufficient number of votes for the African American candidates in the Mississippi Democratic Primary elections. The march started at the Morning Star Baptist Church and ended at the State Capitol. At least 100 participants were high school students. According to the book, *Student Activism and Civil Rights in Mississippi: Protest Politics and the Struggle for Racial Justice, 1960-1965*, by James P. Marshall, 856 demonstrators were arrested because they did not have a demonstration permit. They were transported to facilities typically used to keep livestock. Many others were arrested for protesting the brutality of the police in handling the demonstrators. See the primer, *The Right to Vote and the Congressional Challenge*, prepared in 1964 at <https://www.civilrightsteaching.org/voting-rights/1965-mississippi-congressional-challenge/>

Look up additional information about the event and create a Site Page. Your site page should include: the site name, a brief (2–3 sentences) description of the site, the site location, as well as three to five facts about the historical significance of this site.

Students may share their virtual tour notes by posting their work on the classroom walls or a collaborative online classroom webpage.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

The Jackson Journal

Imagine you are on the editorial team for *the Jackson Journal newspaper*.

Today, **Day 7**, you will contribute to the Sunday newspaper for **June 20, 1965**.

Choose one of the following assignments: A cover story about a recent event, an op-ed, a feature article about a policy or a trend, classified advertisements, a comic strip, business and finance section, sports page, and the home and culture, society, travel, and entertainment sections.

Decide on the size of your section (e.g., number of words), location in the newspaper, the topic, and images you will include with your piece.

Align the content, style, and tone of your piece with the period. You may look up old newspapers to get a feel of the style of the press in 1965.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did Lou Anne say to Skeeter that showed she understood the point of the book?
2. Why did Mae Mobley tell her father that Miss Taylor taught her the games and stories about racial discrimination? Why was Aibileen relieved that May Mobley will no longer attend Miss Taylor's class?
3. Why did Flora Lou and Leroy lose their jobs?
4. In your opinion, will Skeeter's book change the employment conditions of African American maids in Jackson?

Analyze the key paragraph.

Key Paragraph, p. 449

"Then I tell him that the manuscript has been sent to New York. That if they decide to publish it, it would come out in, my guess is, eight months, maybe sooner. Right around the time, I think to myself, an engagement would turn into a wedding.

"It's been written anonymously," I say, "but with Hilly around, there's still a good chance people will know it was me."

But he's not nodding his head or pushing my hair behind my ear and his grandmother's ring is sitting on Mother's velvet sofa like some ridiculous metaphor. We are both silent. His eye don't even meet mine. They stay a steady two inches to the right of my face.

After a minute, he says, "I just...I don't understand why you would do this. Why do you even...*care* about this, Skeeter?"

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Character Analysis: Elizabeth Leefolt

Write two or three character analysis paragraphs (250 to 300 words). Use the Character Analysis Rubric, below, to guide your writing.

Category	4	3	2	1	Rating
Character Interpersonal Communication Traits: Indicators of the way the person interacts with others.	Two character traits are identified. Each trait is supported by an example or a quote.	One character trait is supported by example of quote. Additional traits are mentioned without direct evidence from the text.	Character traits are mentioned without direct evidence from the text.	No character traits or inaccurate character traits.	
Character values and beliefs: The virtues that guide the character's decisions and behavior.	Two character values/beliefs are identified. Each value/belief is supported by an example or a quote.	One character value/belief is supported by an example or quote. Additional values/beliefs are mentioned without direct evidence from the text.	Character values/beliefs are mentioned without direct evidence from the text.	No character values/beliefs or inaccurate character values/beliefs.	
Writing conventions	Generally correct spelling, capitalization, punctuation, and grammar. Paragraphs contain topic sentences.	Three or four spelling, capitalization, punctuation, or grammar errors, or missing topic sentence in at least one paragraph.	Five or six spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs.	Seven or eight spelling, capitalization, punctuation, or grammar errors, or missing topic sentences in all paragraphs, or lack of paragraphing.	

Close by extending today's lesson to life and the world.

Final Writing Product: Document-Based Question

Read the Lincoln Memorial Program for the March on Washington for Jobs and Freedom. Write an essay in response to the following question: **Why did the fight for African American civil rights require the unity of multiple organizations and associations in American society?**

Your essay should include at least 500 words (2 pages double-spaced).

Use the following checklist to evaluate your work:

- The essay begins with a clear argument or thesis statement that directly relates to the book and the document.
- The essay makes connections between the book and the document.
- The essay makes connections between the main events and the setting or historical context.
- The essay provides examples to clarify your reasoning.
- The essay analyzes elements of the story such as the author's point of view and the author's purpose.
- The essay includes a good transition sentences and phrases and logical progressions from one paragraph to the next.
- The essay thoughtfully presents counterarguments.
- Every paragraph includes a topic sentence and supporting details.
- The essay ends with a strong conclusion that ties back to the thesis statement.

MYTH BUSTERS



1. The introduction and conclusion are not limited to single paragraphs.
2. Longer is not always better. Avoid redundant sentences and facts that do not contribute directly to the topic sentences and main thesis.
3. Complex sentences and rich vocabulary are a plus if they contribute to rather than distract from the content.
4. Second guessing your reasoning through counterarguments does not detract from the quality of your essay. On the contrary, considering diverse or alternative interpretations of events or documents makes a strong academic writing.

Manage Your Time

Create a timeline to organize your writing schedule.

- Add dates in the right-side column.
- Add lines to the schedule for additional activities.

What	When
Create a thesis statement.	
Collect and organize ideas and facts.	
Complete an introduction paragraph.	
Complete the body paragraphs.	
Complete the conclusion paragraph.	
Read through and refine.	
Submit the first draft.	
Revise based on feedback.	
Submit the final draft.	

MARCH ON WASHINGTON FOR JOBS AND FREEDOM AUGUST 28, 1963

LINCOLN MEMORIAL PROGRAM

- | | |
|---|---|
| 1. The National Anthem | <i>Led by Marian Anderson.</i> |
| 2. Invocation | <i>The Very Rev. Patrick O'Boyle, Archbishop of Washington.</i> |
| 3. Opening Remarks | <i>A. Philip Randolph, Director March on Washington for Jobs and Freedom.</i> |
| 4. Remarks | <i>Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.</i> |
| 5. Tribute to Negro Women
Fighters for Freedom
Daisy Bates
Diane Nash
Bevel
Mrs. Medgar Evers
Mrs. Herbert Lee
Rosa Parks
Gloria Richardson | <i>Mrs. Medgar Evers</i> |
| 6. Remarks | <i>John Lewis, National Chairman, Student Nonviolent Coordinating Committee.</i> |
| 7. Remarks | <i>Walter Reuther, President, United Automobile, Aero- space and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.</i> |
| 8. Remarks | <i>James Farmer, National Director, Congress of Racial Equality.</i> |
| 9. Selection | <i>Eva Jessye Choir</i> |
| 10. Prayer | <i>Rabbi Uri Miller, President Synagogue Council of America</i> |
| 11. Remarks | <i>Whitney M. Young, Jr., Executive Director, National Urban League.</i> |
| 12. Remarks | <i>Mathew Ahmann, Executive Director, National Catholic Conference for Interracial Justice.</i> |
| 13. Remarks | <i>Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.</i> |
| 14. Selection | <i>Miss Mahalia Jackson</i> |
| 15. Remarks | <i>Rabbi Joachim Prinz, President American Jewish Congress.</i> |
| 16. Remarks | <i>The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference.</i> |
| 17. The Pledge | <i>A Philip Randolph</i> |
| 18. Benediction | <i>Dr. Benjamin E. Mays, President, Morehouse College.</i> |

“WE SHALL OVERCOME”

The Help; Page 1 of 37, Day 7