

TEXT ADOPTION REQUEST

2020F3

Instructional Materials Committee

Text Title *The Help*

Author Kathryn Stockett

Publisher Penguin Books

Copyright Date 2009

Course Title and Grade Level Junior English

This text is: New XXXX Replacing (Title)

Number of Copies Needed 30 Unit Price \$10.18 (paperback)

This text is intended for use during 2015-16

I have taken the following steps to determine the suitability of the above text:

(YES) 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including criteria for the elimination of sex bias. This is a mandatory step.

(YES) 2. I have compared it with these other available texts: *The Secret Life of Bees*

(YES) 3. I have compared review of it with review of these other available texts:

(YES) 4. I have evaluated the reading level and found it averages about grade : 9


(NO) 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum Director's approval. I have had a number of students over the last several years who have loved this novel.

() 6. Other

Text Selector Signature 

Date: 12-3-15

Approval dates

Principal or Dept. Head 

Date: 12-4-15

Instructional Materials Committee

Date:

Limitations:

Board of Directors Approval

Date:

Instructional Materials Committee
Evaluation Form

Evaluated By: Heather Gordon/Annie Mongrain

Date: 11/6/15

Department: English

School: High School

Subject Area: English

Author: Kathryn Stockett

Title: *The Help*

Publisher: Penguin Books

Copyright Date: 2009

Reading Level (Use Fry Readability Graph): 9th grade

Use extra sheet or back if necessary.

1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

This book would be one of five different books used in a Literature Circle unit. Students will express preference for the book they wish to read, and will be put into groups of five to six to read and discuss the same book. The other options provided will be *Zeitoun*, *A Long Way Gone*, *The Absolutely True Diary of a Part-Time Indian*, and *The Road*.

2. How did you become aware of this material? (Professional journals, salesman, publisher's catalog, know someone who has used it, used material before, etc.)

This is a well-known novel published several years ago. Readers of all ages and backgrounds have been captivated by the story of these African American house servants in the early 1960's during the early Civil Rights movement. High schools across the United States have begun to use this book as a way to expose students to the issue of race and race relations during the 1960s. A popular movie was also made from this novel.

3. What other materials did you consider?

We considered *A Lesson Before Dying* by Ernest J. Gaines, which also explores African American experience. However, we wanted at least one of our book options to be a lengthy novel and also to be the work of a woman writer (all of our other options are by male writers).

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

This book offers a compelling and realistic depiction of African American struggles in a story that engages and provides insight. That combination is rare in novels. Students will enjoy the story and be developing empathy for people who face oppression based on race.

5. How does this material fit the students learning objectives for the subject area?

A key learning objective for the class is to be able to see things from multiple perspectives. This novel not only provides an African American perspective but develops the perspectives of several different characters who either experience racism or observe the effects of racism on others. Students will develop skills to analyze the different choices one can make when confronted with bigotry and ignorance.

6. How does this material ensure continuity with the District's overall program?

Throughout the ELA curriculum, we continuously foster the understanding of diverse American communities, and this book will advance that objective.

Instructional Materials Committee Evaluation Form cont.

7. Bias content check list:

<u>Bias Content</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Non-App.</u>
1. Presents more than one view point of controversial issues.	Excellent				
2. Presents minorities realistically.	Excellent				
3. Includes contributions of minority authors.	Excellent				
4. Presents non-stereotypic models	Excellent				
5. Facilitates the sharing of cultural differences.	Excellent				
6. Promotes the positive nature of differences	Excellent				
7. Includes the contributions, inventions, or discoveries of minorities.	Excellent				
8. Includes the contributions, inventions, or discoveries of women.	Excellent				
9. Presents minorities in a manner that promotes ethnic pride.	Excellent				
10. Facilitates an environment open to discovery and experimentation		Excellent			