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Unit Title: George Wylie Henderson, Jr.'s *Ollie Miss*

Overview/Annotation: the unit topic is important because it is a literary piece that transcends time. *Ollie Miss*, which was written by George Wylie Henderson Jr., contains literary elements such as complex characters, re-occurring conflicts, and noticeable symbolism. Equally as important, this novel documents the history of a community. Specifically, Henderson artistically describes local families and their work as farmers. At the completion of this unit, students will obtain exposure to one particular point of view about the American experience in the South.

Duration: there are 10 daily lesson plans included

Procedures/Activities: Unit sequence, state course standards, objectives – see pages 2-3
Topics covered and assignments – see page 4

Extension: learning can be enriched with a field trip to The Ridge Macon County Archaeology Project located in Warrior Stand, Alabama, which was Henderson's birthplace, and to extant sites that are believed to be associated with the novel such as the Antioch Missionary Baptist Church. The Interpretive Center field trip can provide deeper context through an examination of primary source documents and local history exhibits to include an exhibit of early 20th century farm, household and crafts artifacts that were likely used by Henderson's characters. The Antioch church is believed to be the setting for Henderson's account of the camp meetings.

Assessments: unit exam consisting of 20 questions that require a short answer response or a five paragraph essay.

Sequence	State Course Standards	Objectives – students will be able to:
Day one - Page 6	<ul style="list-style-type: none"> ▪Exhibit familiarity with American literature ▪Interact effectively in group situations 	<ul style="list-style-type: none"> √recall facts about George Wylie Henderson, Jr. √discuss the importance of the author’s work.
Day two – Page 8	<ul style="list-style-type: none"> ▪Recognize elements of plot in print form and exhibit familiarity with American literature 	<ul style="list-style-type: none"> √discuss the characteristics of the novel. √recall the definition of literary terms.
Day three – Page 10	<ul style="list-style-type: none"> ▪Recognize elements of plot in print form and exhibit familiarity with American literature ▪Apply appropriate strategies to interpret various types of reading materials 	<ul style="list-style-type: none"> √examine the effectiveness of symbols, similes, and metaphors in the novel.
Day four – Page 12	<ul style="list-style-type: none"> ▪Recognize elements of plot in print form ▪Recognize characterization as a means of expressing various ideas and ways of interacting 	<ul style="list-style-type: none"> √list characteristics of round and flat characters. √analyze the characters through guided practice.
Day five – Page 14	<ul style="list-style-type: none"> ▪Recognize characterization as a means of expressing various ideas and ways of interacting 	<ul style="list-style-type: none"> √analyze how differences, such as race, age, and socio-economic class, foster appreciation or create conflict.
Day six – Page 16	<ul style="list-style-type: none"> ▪Identify examples of differences in language usage among several authors ▪Determine how authors use imagery, symbolism, dialogue, and plot to express meaning 	<ul style="list-style-type: none"> √determine how diction contributes to community membership √evaluate the climax articulate the theme of the novel
Day 7- Page 18	<ul style="list-style-type: none"> ▪Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures 	<ul style="list-style-type: none"> √identify and describe the values, such as trust, respect, responsibility, and fairness, that the author emphasizes in the novel.

Sequence	State Course Standards	Objectives – students will be able to:
Day 8 – Page 20	<ul style="list-style-type: none"> ▪Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures. ▪Determine how authors use imagery, symbolism, dialogue, and plot to express meaning 	√act out scenes in a novel through role playing
Day 9 – Page 22	<ul style="list-style-type: none"> ▪Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures. 	√describe their role playing experience
Day 10 – Page 24	UNIT TEST	UNIT TEST

Unit Syllabus: George Wylie Henderson, Jr.'s *Ollie Miss*

Day	Topics Covered	Assignment
1	Introduction: The teacher's lecture will include information about the author, time period, and novel.	Students will show a connection to the introduction by researching additional information about the author and time period.
2	The teacher will lecture about the characteristics of a novel and explain literary terms.	Students will make predictions about the novel.
3	The instructor will discuss the effectiveness of symbols, similes, and metaphors in the novel.	Students will construct symbols, similes, and metaphors to describe their real life experiences.
4	The instructor will explain how to label different characters and discuss men, women, and children's roles in the novel.	Students will categorize the characters in a graphic organizer.
5	The teacher will lecture about the differences that contribute to the diversity in the community.	Students will examine the differences that are evident among the characters.
6	The teacher will lecture about diction, climax, and theme.	Students will examine the diction, climax, and theme and compare these concepts to the music and pictures from the time period.
7	The teacher will assist students with identifying the community's values in the novel.	Students will compare their values to the community's values that are depicted in the novel.
8	The instructor will assign students to act out scenes in the novel.	Students will explain why they identify or disassociate with certain characters.
9	The teacher will discuss the unfolding of the novel and assist students with recognizing the moral of the story.	Students will write a new ending to the novel.
10	Unit Test	Unit Test

George Wylie Henderson, Jr.'s *Ollie Miss*

DAILY LESSON PLANS

Day 1: George Wylie Henderson, Jr.'s *Ollie Miss*

Description: This lesson will introduce students to the novel George Wylie Henderson, Jr.'s *Ollie Miss*.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Exhibit familiarity with American literature

Interact effectively in group situations

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

recall facts about George Wylie Henderson, Jr.

discuss the importance of the author's work.

Phase I

The teacher will assess students' prior knowledge about George Wylie Henderson.

Phase II

See Objectives

Phase III

Set

The teacher will start the class by asking students to talk about their communities.

Body-The Introduction

A lecture about George Wylie Henderson Jr.'s *Ollie Miss* will include a summary about the novel, information about the time period, the author's life, and his community. In addition, the lecture will include the author's inspiration for writing the novel.

Phase IV

Body-Guided Practice

The teacher will assist students with developing investigative questions about the novel and the author.

Phase V

Body-Independent Practice

Students will research the answers to their questions.

Phase VI

Closure

The instructor will make closing remarks and give students a summary about the next lesson.

Materials/Resources

The teacher can refer to the Internet, literature anthologies, and audio recordings to gather information about the topic.

Assessment of Objectives

Review objectives at the end of the lecture by asking informal questions

Assignment (For Review, Practice, and /or Extension): HW-Students will review their lecture notes.

Accommodations: This lesson is suitable for audio and visual learners.

Day 2: George Wylie Henderson, Jr.'s Ollie Miss

Description: This lesson will focus on the characteristics of the novel and literary terms.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Recognize elements of plot in print form and exhibit familiarity with American literature

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

discuss the characteristics of the novel.

recall the definition of literary terms.

Phase I

Review the topics that were covered on Day 1.

Students will list important details about the author's life.

Phase II

See Objectives

Phase III

Set

The teacher will ask students to describe their favorite television show. The teacher will use this example to help students understand why they enjoy the show by indirectly asking questions about the plot, setting, and characters.

Body-The Introduction

The instructor will lecture about the different types of novels and literary terms.

Phase IV

George Wylie Henderson Jr.'s *Ollie Miss* – Unit Plan
Author: Sheba N. Pace, Ph.D.
Page 8

Body-Guided Practice

The teacher will assist students with making predictions about the novel.

Phase V

Body-Independent Practice

Students will discuss how the predictions coincide with the characteristics of the novel.

Phase VI

Closure

The instructor will make closing remarks and give students a summary about the upcoming lesson.

Materials/Resources

The teacher can gather knowledge about the plot, setting, and characters from a literature anthology.

Assessment of Objectives

The objectives will be assessed during the class discussion.

Assignment (For Review, Practice, and /or Extension): HW-Students will determine the accuracy of their predictions at the end of each chapter.

Accommodations: This lesson is suitable for audio and visual learners.

Day 3: George Wylie Henderson, Jr.'s Ollie Miss

Description: This lesson will assist students with analyzing symbols, similes, and metaphors.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Recognize elements of plot in print form and exhibit familiarity with American literature

Apply appropriate strategies to interpret various types of reading materials

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

examine the effectiveness of symbols, similes, and metaphors in the novel.

Phase I

Students will recall the literary terms and definitions.

Phase II

See Objectives

Phase III

Set

The instructor will ask students to write down their reactions, thoughts, or responses to a list of symbols, similes, and metaphors.

Phase IV

Body-Guided Practice

The instructor will define symbol, simile, and metaphor, and help students identify these concepts in the novel.

Phase V

George Wylie Henderson Jr.'s *Ollie Miss* – Unit Plan
Author: Sheba N. Pace, Ph.D.
Page 10

Body-Independent Practice

Students will locate and analyze the symbols, similes, and metaphors in the remaining chapter.

Phase VI

Closure

Review Objectives

Materials/Resources

The teacher can present this lesson using Powerpoint.

Assessment of Objectives

The teacher will conduct an informal observation by gathering evidence of participation.

Assignment (For Review, Practice, and /or Extension): HW-Students will construct symbols, similes, and metaphors that relate to their personal experiences.

Accommodations: This lesson is suitable for audio and visual learners.

Day 4: George Wylie Henderson, Jr.'s *Ollie Miss*

Description: This lesson will discuss the portrayal of men, women, and children in the novel.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Recognize elements of plot in print form

Recognize characterization as a means of expressing various ideas and ways of interacting

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

list characteristics of round and flat characters.

analyze the characters through guided practice.

Phase I

Students will give examples of symbols, similes, and metaphors.

Phase II

See Objectives

Phase III

Set

The teacher will ask students to name the characters that they like or dislike and explain their reasons.

Body-The Introduction

The instructor will lecture about the characters' strengths and weaknesses.

Phase IV

Body-Guided Practice

George Wylie Henderson Jr.'s *Ollie Miss* – Unit Plan

Author: Sheba N. Pace, Ph.D.

Page 12

The instructor will assist students with examining the positive and negative depictions of men and women.

Phase V

Body-Independent Practice

Students will label the characters flat or round. In addition, students will decide if the characters are protagonist, antagonist, static, dynamic, or minor.

Phase VI

Closure

Review Objectives

Materials/Resources

The teacher can present this lesson using Powerpoint.

Assessment of Objectives

The teacher will assess the objectives by reviewing the independent practice assignment.

Assignment (For Review, Practice, and /or Extension): HW- Students will categorize the characters in a graphic organizer.

Accommodations: This lesson is suitable for audio and visual learners.

Day 5: George Wylie Henderson, Jr.'s *Ollie Miss*

Description: This lesson will concentrate on the diversity within the community.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Recognize characterization as a means of expressing various ideas and ways of interacting

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

analyze how differences, such as race, age, and socio-economic class, foster appreciation or create conflict.

Phase I

Students will list the protagonists, antagonists, and flat and round characters in the novel.

Phase II

See Objectives

Phase III

Set

The teacher will ask students how diversity functions as an advantage or disadvantage.

Body-The Introduction

The instructor will lecture about the diversity, such as race, age, and socio-economic class, in the novel.

Phase IV

Body-Guided Practice

The teacher will assist students with identifying the diversity in the novel.

Phase V

Body-Independent Practice

Students will determine if the community appreciates diversity or allow it to be a source of conflict.

Phase VI

Closure

The instructor will make closing remarks and give students a summary about the upcoming lesson.

Materials/Resources

The teacher can present this lesson using Powerpoint.

Assessment of Objectives

The teacher will use the discussion to conduct an informal observation.

Assignment (For Review, Practice, and /or Extension): HW- Students will use a graphic organizer to categorize the characters' differences and similarities.

Accommodations: This lesson is suitable for audio and visual learners.

Day 6: George Wylie Henderson, Jr.'s Ollie Miss

Description: This lesson will describe the diction, climax, and theme in the novel.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Identify examples of differences in language usage among several authors

Determine how authors use imagery, symbolism, dialogue, and plot to express meaning

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

determine how diction contributes to community membership

evaluate the climax

articulate the theme of the novel

Phase I

Students will recall how diversity is defined in the novel and in their communities.

Phase II

See Objectives

Phase III

Set

The teacher will ask students to examine diction, climax, and theme as it relates to literature or personal experiences. In particular, students can reflect on film, music, text messages, and personal relationships or obstacles in order to enhance their understanding of the literary concepts.

Body-The Introduction

The instructor will lecture about the diction, climax, and theme in the novel.

Phase IV

Body-Guided Practice

The teacher will assist students with assessing how the diction, climax, and theme add to the aesthetic value of the work.

Phase V

Body-Independent Practice

Students will determine how the diction, climax, and theme coincide with music and pictures from the time period.

Phase VI

Closure

The instructor will review the objectives.

Materials/Resources

The teacher can present this lesson using Powerpoint.

Assessment of Objectives

The teacher will review the independent practice assignment.

Assignment (For Review, Practice, and /or Extension): HW-Students will review their lecture notes.

Accommodations: This lesson is suitable for audio and visual learners.

Day 7: George Wylie Henderson, Jr.'s Ollie Miss

Description: The teacher will assist students with identifying the community's values, such as trust, respect, responsibility, and fairness, in the novel.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures.

Determine how authors use imagery, symbolism, dialogue, and plot to express meaning

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

identify and describe the values, such as trust, respect, responsibility, and fairness, that the author emphasizes in the novel.

Phase I

Students will summarize the previous lesson on diction, climax, and theme.

Phase II

See Objectives

Phase III

Set

The teacher will ask students to explain the values that their community upholds and discuss the importance.

Body-The Introduction

The instructor will define trust, respect, responsibility, and fairness in the novel and explain how the community depicts these values.

Phase IV

George Wylie Henderson Jr.'s *Ollie Miss* – Unit Plan

Author: Sheba N. Pace, Ph.D.

Page 18

Body-Guided Practice

The teacher will assist students with identifying the individuals who abide by the community standards and characters who oppose the community values.

Phase V

Body-Independent Practice

Students will determine the consequences of the characters' appropriate and inappropriate decisions.

Phase VI

Closure

The instructor will review the objectives.

Materials/Resources

The teacher can present this lesson using Powerpoint.

Assessment of Objectives

The teacher will use the homework assignment to assess the objectives.

Assignment (For Review, Practice, and /or Extension): HW-Students will compare their values to the community values that are depicted in the novel.

Accommodations: This lesson is suitable for audio and visual learners.

Day 8: George Wylie Henderson, Jr.'s Ollie Miss

Description: This lesson will allow students to participate in role playing.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures.

Determine how authors use imagery, symbolism, dialogue, and plot to express meaning

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

act out scenes in a novel through role playing.

Phase I

Students will explain some of the community values.

Phase II

See Objectives

Phase III

Set

The teacher will ask students to discuss how the characters shape the readers' perception.

Body-The Introduction

The instructor will define role playing.

Phase IV

Body-Guided Practice

The instructor will divide students into groups and assign them characters to portray. In addition, the instructor will remind students about the characters' attitudes and personality traits.

Phase V

Body-Independent Practice

Each group will select a scene to re-enact for five minutes, and other groups will evaluate their classmates with an observation scale.

Phase VI

Closure

The instructor will review the objectives.

Materials/Resources

The teacher can present this lesson using Powerpoint.

Assessment of Objectives

The teacher will use the homework assignment to assess the objectives.

Assignment (For Review, Practice, and /or Extension): HW-Students will explain if they identify with or disassociate themselves from certain characters.

Accommodations: This lesson is suitable for audio and visual learners.

Day 9: George Wylie Henderson, Jr.'s Ollie Miss

Description: The teacher will review the novel for the unit exam.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards: Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures.

Details

Concurrent Skills/ Competency Focus: Comprehension

Instructional Procedures: Direct Teaching Method (Powerpoint presentation)

Students will be able to:

identify and describe the characters, plot, and setting. In addition, students will use this information to write a new ending to the play.

Phase I

Students will describe their role playing experience.

Phase II

See Objectives

Phase III

Set

The teacher will ask students to imagine what the community and characters will be like in the next 10 years.

Body-The Introduction

The lecture will include information about incidents that change a community, such as politics, technology, money, work, migration, and land ownership.

Phase IV

Body-Guided Practice

The teacher will divide the students into groups and give each group a different scenario of how incidents cause a person and its community to change.

Phase V

Body-Independent Practice

Each group will compare and contrast their new endings to the novel.

Phase VI

Closure

The instructor will review the objectives.

Materials/Resources

The teacher can present this lesson using Powerpoint.

Assessment of Objectives

The teacher will use the Independent Practice to assess the objectives.

Assignment (For Review, Practice, and /or Extension): HW-Students will review their notes for the exam.

Accommodations: This lesson is suitable for audio and visual learners.

Day 10: George Wylie Henderson, Jr.'s Ollie Miss

Description: The teacher will administer the unit exam. The unit exam will consist of 20 questions that require a short answer response or a five paragraph essay.

Subject: English and Language Arts

Duration: 45 minutes

Grade Level: 10-12

State Course Standards:.

Details

Concurrent Skills/ Competency Focus

Instructional Procedures

Materials/Resources

Assessment of Objectives

Assignment (For Review, Practice, and /or Extension)

Accommodations