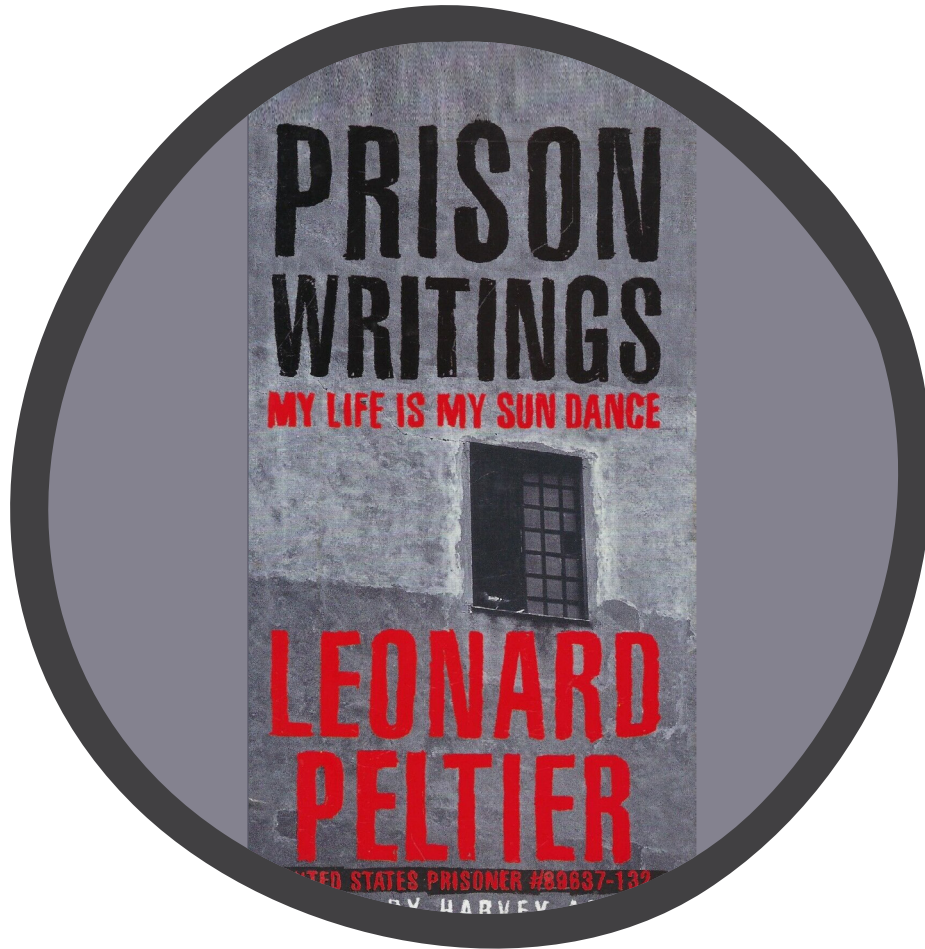


**NATIVE LITERATURE  
PROGRAM DESIGN**

**8<sup>th</sup> GRADE**



**UNIT 2**

**Prison Writings: My Life is a SunDance  
by Leonard Peltier**



UNIT 2

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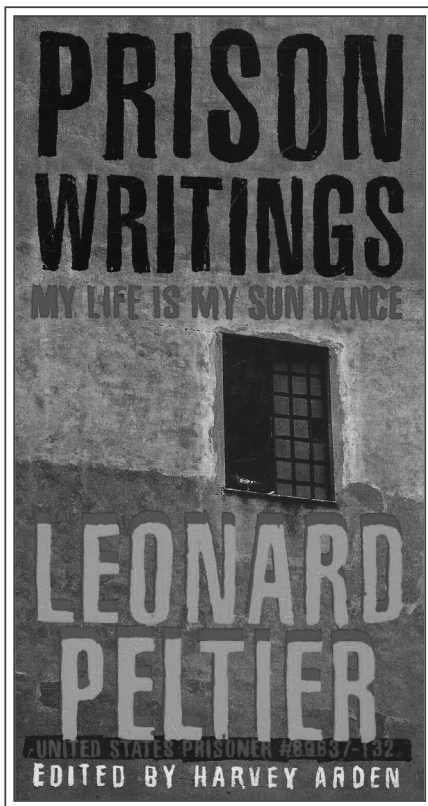


Designers: Diane Willie

*NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer’s curriculum for financial profit.*

## UNIT 2

### Core Texts:



***Prison Writings:  
My Life Is My Sun Dance***

by Leonard Peltier

Genre: \_\_\_\_\_ Nonfiction Memoir

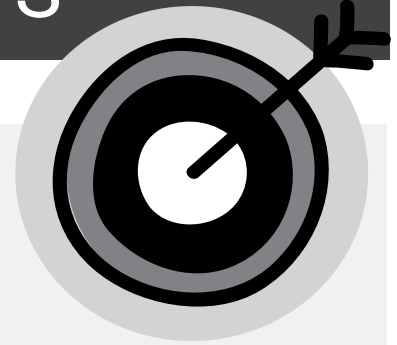
### Supplemental Materials

- ***Warrior: The Life of Leonard Peltier*** (Documentary)
- ***Excerpts from In the Spirit of Crazy Horse***, by Peter Mattison
- ***Incident at Oglala*** (movie documentary)
- ***Wounded Knee 1973 documentary*** - Youtube

### Other Resources:

- [👉 Complete List - Top 10 Political Prisoners](#) - TIME
- ***Excerpts from Letters from Burma***, by Aung San Suu Kyi
- ***Excerpts from The Prison Letters of Nelson Mandela***, by Nelson Mandela
- [👉 Letter from Birmingham Jail \(csuchico.edu\)](#), by Dr. Martin Luther King, Jr.
- ***The Prison Diary of Ho Chi Minh***, by Ho Chi Minh
- [👉 Report of the Trial of Mahatma Gandhi](#) | Selected Writings of Mahatma Gandhi ([mkgandhi.org](http://mkgandhi.org))

# UNIT 3 - DESIRED RESULTS



## BIG IDEAS

- Identity
- Injustice
- Inspiration

### Essential Questions

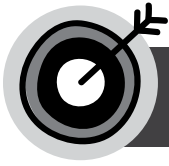
(based on yearlong Big Idea)

- Is Leonard Peltier a political prisoner?
- Is Leonard Peltier a victim or hero?
- Why is Leonard Peltier’s case a political issue that no politician wants to touch?
- Is injustice the only word that can be applied to Leonard Peltier?
- What is AIM (American Indian Movement)? And, was AIM a radical group?
- Does taking over the BIA building in Washington DC or the seizing of Alcatraz play a role in Leonard Peltier’s plight?
- How does Wounded Knee 1973 play a role in Leonard Peltier’s incarceration?
- How did the counterculture movements of the 1960s affect Leonard Peltier?
- Would you call Leonard Peltier a freedom fighter?
- Should Leonard Peltier receive amnesty?

### Enduring Understandings

(based on yearlong Big Ideas)

- Connecting and Synthesizing Federal policies
- Defining the concept of political prisoner
- Explaining political pawn
- Understanding how “injustice” is applied
- Understanding a radical movement
- Acknowledge historical connections to an event
- Differentiate between political prisoner and freedom fighter
- Distinguish between clemency, amnesty and pardon (presidential)



## Anchor Standards

**Reading:**  
Literature

**CCSS.ELA-LITERACY.RL.8.1**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.8.2**

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.8.3**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**CRAFT AND STRUCTURE:**

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RL.8.5**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**INTEGRATION OF KNOWLEDGE AND IDEAS:**

**CCSS.ELA-LITERACY.RL.8.7**

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

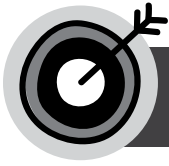
**CCSS.ELA-LITERACY.RL.8.9**

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:**

**CCSS.ELA-LITERACY.RL.8.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.



Anchor Standards (continued)

**Reading:**  
Informational  
Text

**KEY IDEAS AND DETAILS:**

**CCSS.ELA-LITERACY.RI.8.1**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.8.2**

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.8.3**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**CRAFT AND STRUCTURE:**

**CCSS.ELA-LITERACY.RI.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RI.8.5**

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**CCSS.ELA-LITERACY.RI.8.6**

Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**INTEGRATION OF KNOWLEDGE AND IDEAS:**

**CCSS.ELA-LITERACY.RI.8.7**

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**CCSS.ELA-LITERACY.RI.8.8**

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

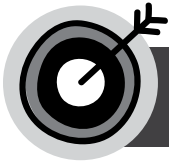
**CCSS.ELA-LITERACY.RI.8.9**

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:**

**CCSS.ELA-LITERACY.RI.8.10**

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.



Anchor Standards (continued)

Writing:

**TEXT TYPES AND PURPOSES:**

**CCSS.ELA-LITERACY.W.8.1**

Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.8.1.A**

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**CCSS.ELA-LITERACY.W.8.1.B**

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**CCSS.ELA-LITERACY.W.8.1.C**

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.W.8.1.D**

Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.8.1.E**

Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-LITERACY.W.8.2**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-LITERACY.W.8.2.A**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-LITERACY.W.8.2.B**

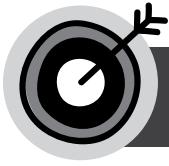
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-LITERACY.W.8.2.C**

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCSS.ELA-LITERACY.W.8.2.D**

Use precise language and domain-specific vocabulary to inform about or explain the topic.



Anchor Standards (continued)

**Writing:**  
continued

**CCSS.ELA-LITERACY.W.8.2.E**

Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.8.2.F**

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CCSS.ELA-LITERACY.W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.8.3.A**

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**CCSS.ELA-LITERACY.W.8.3.B**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.8.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

**CCSS.ELA-LITERACY.W.8.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-LITERACY.W.8.3.E**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**PRODUCTION AND DISTRIBUTION OF WRITING:**

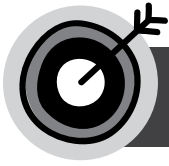
**CCSS.ELA-LITERACY.W.8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)





Anchor Standards (continued)

**Writing:**

continued

**CCSS.ELA-LITERACY.W.8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE:**

**CCSS.ELA-LITERACY.W.8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS.ELA-LITERACY.W.8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-LITERACY.W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.W.8.9.A**

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

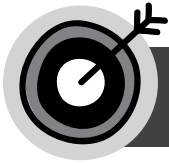
**CCSS.ELA-LITERACY.W.8.9.B**

Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**RANGE OF WRITING:**

**CCSS.ELA-LITERACY.W.8.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Anchor Standards (continued)

Speaking  
and  
Listening

**COMPREHENSION AND COLLABORATION:**

**CCSS.ELA-LITERACY.SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.8.1.B**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1.C**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1.D**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-LITERACY.SL.8.3**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**PRESENTATION OF KNOWLEDGE AND IDEAS:**

**CCSS.ELA-LITERACY.SL.8.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.8.5**

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

## UNIT 2 - ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn how Indigenous writers use the power of storytelling to reinforce personal identity so that in the long run, on their own, they will be able to see how their own histories and stories have a place in the literary canon.





## Performance Assessment

**USE GRASPS**

**Goal:** (3 possible outcomes for this book)

- To write a letter of persuasion for amnesty OR
- To write an informational letter of acknowledgment. Meaning, students will write to Leonard Peltier and provide perspective about guilt or innocence.
- And, all students will participate in a mock trial.

**Role:** Student will write a response to the prompt (writing) one of two prompts and will participate in a mock trial

**Audience:** Peers; teacher; other students; parents

**Scenario:**

- Inform a government official (president of the United States/Congressman/senator/ Governor) to grant amnesty for Leonard Peltier
- Inform Leonard Peltier that his book was read and to acknowledge his life story and innocence
- Perform a task (role play) for a mock trial. Students will take a role in the mock trial and prepare for the defense or prosecution of Leonard Peltier

**Product:**

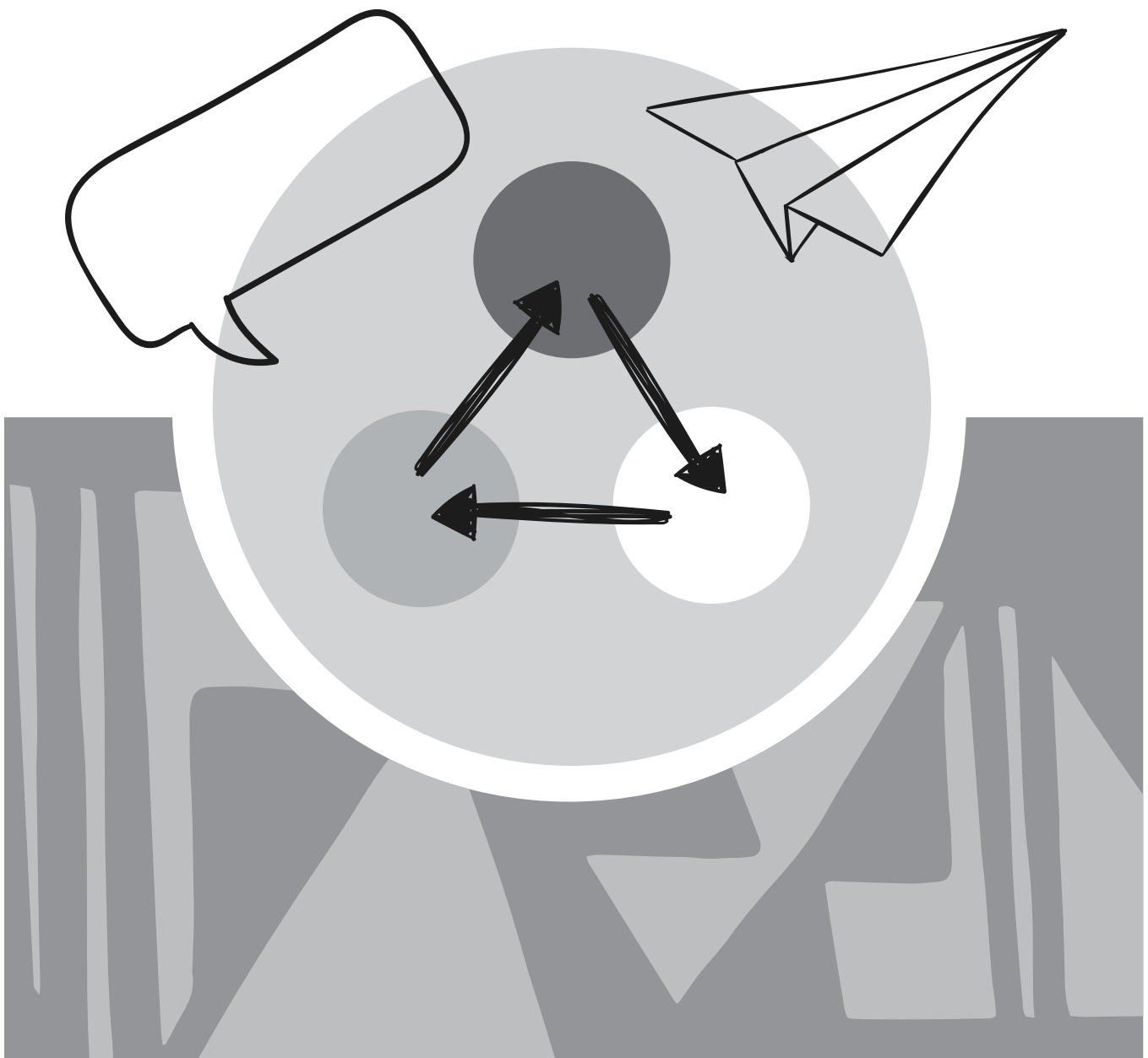
- Write a letter for amnesty. Prompt: Write a letter of persuasion to the parole board. Please use Jane Schaffer's writing techniques to complete the writing process
- Write a letter of acknowledgment (informational writing). Prompt: Write an informative letter to Leonard Peltier
- Mock Trial. Students will participate in re-examining the evidence

**Standards:** [See page 5](#)

### Summative Assessment Summary:

After reading *Prison Writings: My Life is My Sundance*, by Leonard Peltier, students will participate in a mock trial. A trial that will feature a defense team (3-4 students) and a prosecuting team (3-4 students). The trial will also feature Leonard Peltier's testimony (his book), plus the evidence found in the pages of his book, as well as an internet search of charges, plus varying perspectives. The Judge, bailiff, jurors, and court reporter will also be roles that students will take. The trial may take one to three days. And, the trial will ultimately decide the fate of Leonard Peltier. Thereafter, based on the mock trial outcome, students will be asked to choose to write an informative letter to Leonard Peltier to acknowledge his innocence (possibly guilt) or students may choose to write a letter of persuasion to a government official (congressman, Senator, Governor, or President of the United States) and ask for amnesty.

# UNIT 1 - SCOPE + SEQUENCE



According to the Montana Office of Public Instruction, there were many federal policies put into place throughout American history that have affected Indian people and continue to shape who they are today, therefore, understanding the relationship between the United States government and Native Americans will provide contexts for the issues and conflicts experienced by Leonard Peltier prior to his incarceration.

*(Indian Education for All, Montana Office of Public Education, "Indian Educaiton for All Model Teaching Unit," Revised 2016)*

- **Colonialization/Colonia Period** 1492 - 1800s
- **Treaty-Making and Removal Period** 1778-1871
- **Reservation Period- Allotment and Assimilation** 1887-1934
- **Tribal Reorganization Period** 1934-1953
- **Termination and Relocation Period** 1953-1968
- **Self-Determination Period** 1975- present

## LESSON 1-10



## Racial Equity Tools

 [GLOSSARY](#)

### RACIAL JUSTICE

- The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice—or racial equity—goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.
- Operationalizing racial justice means reimagining and co-creating a just and liberated world and includes:
  - understanding the history of racism and the system of white supremacy and addressing past harms,
  - working in the right relationship and accountability in an ecosystem (an issue, sector, or community ecosystem) for collective change,
  - implementing interventions that use an intersectional analysis and that impact multiple systems,
  - centering Blackness and building community, cultural, economic, and political power of Black, Indigenous, and other People of Color (BIPOC), and
  - applying the practice of love along with disruption and resistance to the status quo.

**Source:**  [How To Be An Antiracist](#), Ibram X. Kendi, Random House, 2019.

## LESSON 1-10



## Racial Equity Tools *(continued)*

### BIOPIC

- A term referring to “Black and/or Indigenous People of Color.” While “POC” or People of Color is often used as well, BIPOC explicitly leads with Black and Indigenous identities, which helps to counter anti-Black racism and invisibilization of Native communities.

**Source:** [Creating Cultures and Practices for Racial Equity: A Toolbox for Advancing Racial Equity for Arts and Cultural Organizations](#), Nayantara Sen & Terry Keleher, Race Forward (2021)

### SOCIAL OPPRESSION

- Refers to oppression that is achieved through social means and that is social in scope—it affects whole categories of people. This kind of oppression includes the systematic mistreatment, exploitation, and abuse of a group (or groups) of people by another group (or groups). It occurs whenever one group holds power over another in society through the control of social institutions, along with society’s laws, customs, and norms. The outcome of social oppression is that groups in society are sorted into different positions within the social hierarchies of race, class, gender, sexuality, and ability. Those in the controlling, or dominant group, benefit from the oppression of other groups through heightened privileges relative to others, greater access to rights and resources, a better quality of life, and overall greater life chances. Those who experience the brunt of oppression have fewer rights, less access to resources, less political power, lower economic potential, worse health and higher mortality rates, and lower overall life chances.

**Source:** [Glossary of Terms](#), Canadian Race Relations Foundation

### POWER (Institutional)

- (A) The ability to name or define. (B) The ability to decide. (C) The ability to set the rule, standard, or policy. (D) The ability to change the rule, standard, or policy to serve your needs, wants or desires. (E) The ability to influence decision-makers to make choices in favor of your cause, issue, or concern. Each of these definitions can manifest on personal, social, institutional, or structural levels.

**Sources:** [“Power”](#), Intergroup Resources (2012)  
[“Racism and Power”](#), Alberta Civil Liberties Research Centre (2018)  
[CARED Glossary](#), Alberta Civil Liberties Research Centre (2020)  
[“Our Shared Language: Social Justice Glossary”](#), YWCA (2016, accessed Oct 2021)

## LESSON 1

Read, *Prison Writings: My life is my SunDance*.  
Pages. ix-xxvi (understanding writer’s perspective)

### Lesson Narrative:

Introduction of Leonard Peltier. Building background will allow students to delve into Indigenous history, as well as the federal policies that affect Indigenous peoples of today. Students will be introduced to Leonard Peltier through discussion, video, and personal and amnesty interviews. Students will be asked to learn, acknowledge, and understand the circumstances of the words “justice” and “injustice” as they apply to Leonard Peltier. Students will read pages written to convey the innocence of Leonard Peltier.

### Lesson Question(s):

- Is Leonard Peltier a victim or an instantaneous hero?

#### Discussion:

“Injustice”- what does that word mean? How does one know it’s “injustice”? Finally, does the word “injustice” only apply to the law/ court system? Provide an explanation for perspective.



**Anchor Standards:** [See page 5](#)



**Key Equity Terms:** [See page 14](#)





## Embedded Assessment:

DEVELOP READING ROUTINE FOR STUDENTS TO FOLLOW:  
THE ROUTINE SHOULD BE IN ONE WEEK INTERVALS

### BUILDING BACKGROUND:

Introduction of Author, historical connection (BIA siege, Alcatraz takeover, and Wounded Knee 1973), personal connections (tribal identity, empowerment, equity, and justice)

- Anticipation Guide
- Meet the Author
- Book study guide

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** Socratic-type - Prompt: Is Leonard Peltier a victim or an instantaneous hero?

**MONDAY-WEDNESDAY:** Read ix-xxvi from *Prison Writing: My Life is My Sundance*

### FORMATIVE ASSESSMENT:

- Vocabulary-Context Clues
- Comprehension Questions
- Write and Reflect
- Figurative Language/story element skills

**WRITE AND REFLECT:** Prompt: Further thoughts on the word “injustice”. How does the word “injustice” apply to you as the reader? Basically, was there a time when you/your family felt unjustly treated?

### SKILLS: (FOCUS)

- Author’s Purpose
- Time /Setting
- Point of View
- Character Analysis
- Metaphor/Similes
- Mood/Tone
- Prediction, Clarifying, Questioning, Summarizing (strategy)

## LESSON 2

Read, *Prison Writings: My life is my SunDance*.  
Pages: 3-43; Chapters:1-8

### Lesson Narrative:

Leonard Peltier. Opening the doors to the storyteller's plight. This lesson will allow students to become familiar with Leonard Peltier's voice and motivation for sharing his life story. Students will understand that Leonard Peltier has a childhood filled with an awareness that being Indigenous in the United States are laced with hardship and unfairness. Leonard Peltier will take the students through his life on the reservation and into the city. Students will also be introduced to Indian Relocation.

### Lesson Question(s):

- Is Leonard Peltier a political prisoner?

#### Discussion: (Inference)

Prompt: According to the text, Leonard Peltier is a Freedom Fighter.  
Do you agree or disagree?



**Anchor Standards:** [See page 5](#)



**Key Equity Terms:** [See page 14](#)



## Embedded Assessment:

### BUILDING BACKGROUND:

Historical (Tribal Reorganization 1934-1953), and personal connections (tribal identity, empowerment, equity, and justice).

- Review and re-examine the previous chapters.
- Character analysis
- Study guide review

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** Prompt: Is Leonard Peltier a political prisoner?

**MONDAY-WEDNESDAY:** Read pg. 3-43 Ch. 1-8; from *Prison Writing: My Life is My Sundance*

### FORMATIVE ASSESSMENT:

- Vocabulary-Context Clues
- Skills-(inference)
- Comprehension Questions
- Write and Reflect
- Figurative Language/story element skills

### WRITE AND REFLECT:

Prompt: Would it be appropriate to call Leonard Peltier a freedom fighter? Why or why not?

### SKILLS: (FOCUS)

- Author's Purpose
- Time /Setting
- Point of View
- Character Analysis
- Metaphor/Similes
- Mood/Tone
- Prediction, Clarifying, Questioning, Summarizing (strategy)

## LESSON 3

 [Aung San Suu Kyi, A Leader Born, a Leader Made](#) ([asianstudies.org](http://asianstudies.org))

### Lesson Narrative:

This lesson will introduce to the reader other political prisoners of the world. It is an opportunity for students to make a world connection. Students will be introduced to **Aung San Suu Kyi of Myanmar** (former Burma). Research of the freedom fighter will provide distinguishing aspects of similarities and differences with Leonard Peltier.

### Lesson Question(s):

- Why do people around the world want, fight and die for freedom?



**Anchor Standards:**  [See page 5](#)



**Key Equity Terms:**  [See page 14](#)



## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING “WORLD” CONNECTION

Introducing Aung San Suu Kyi

Students will read about other political prisoners.

- Ask Questions
- RESEARCH
- Find Answers

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** D.I.C.E discussion strategy

- What DISTURBS; INTERESTS; CONFUSES; and ENLIGHTENS me?

**FORMATIVE ASSESSMENT:** Response to Literature paragraphs. Prompt: TBD

### SKILLS: (FOCUS)

- Author’s Purpose
- Time /Setting
- Point of View
- Character Analysis
- Metaphor/Similes
- Mood/Tone
- Prediction, Clarifying, Questioning, Summarizing (strategy)

## LESSON 4

Read, *Prison Writings: My life is my SunDance*.  
Pages: 43 - 85; Chapters:9-18

### Lesson Narrative:

In this lesson, students will be introduced to Leonard Peltier’s inspiration to join a radical movement. In the atmosphere of change, movements, such as the civil rights movement, antiwar protests, countercultural movements, Vietnam War, political assassinations, etc..., were providing Leonard Peltier with notions of change. Change that will benefit Indigenous people in all areas of the United States. Thus, he joined a Minnesota movement that would help him clarify his intention to change the “unjust” treatment of Native people.

### Lesson Question(s):

- **What is AIM? And why was AIM established?**

#### Discussion: (inference skills)

Prompt: If fighting for a cause, would you join a radical group?



**Anchor Standards:** [See page 5](#)



**Key Equity Terms:** [See page 14](#)



## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING CONNECTIONS

- Review and re-examine the previous chapters
- Character analysis
- Study guide review

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** Prompt: What is AIM? And why was it established?

**MONDAY-WEDNESDAY:** Read pg. 43-85 Ch. 9-18; from *Prison Writing: My Life is My Sundance*  
Response to Literature paragraphs

### FORMATIVE ASSESSMENT:

- Vocabulary-Context Clues
- Write and Reflect
- Comprehension Questions
- Figurative Language/story element skills

**WRITE AND REFLECT:** Prompt: If fighting for a cause, would you join a group considered radical?

### SKILLS: (FOCUS)

- Author's Purpose
- Metaphor/Similes
- Time /Setting
- Mood/Tone
- Point of View
- Prediction, Clarifying, Questioning, Summarizing (strategy)
- Character Analysis

## LESSON 5

 [Biography of Nelson Mandela – Nelson Mandela Foundation](#)

### Lesson Narrative:

In this lesson, students will make another world connection and meet another renowned political prisoner. Students will gain an insight into how **Nelson Mandela** survived his imprisonment and how he became a beacon of HOPE for other political prisoners around the world. Students will also learn Nelson Mandela became president of the country that imprisoned him.

### Lesson Question(s):

- What kind of stamina must one develop, in order, to withstand a lifetime of hopelessness and imprisonment? Basically, how does one survive?



**Anchor Standards:**  [See page 5](#)



**Key Equity Terms:**  [See page 14](#)





## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING “WORLD” CONNECTION

Introducing Nelson Mandela.

Students will continue to read about other political prisoners.

- Ask Questions
- RESEARCH
- Find Answers

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** D.I.C.E discussion strategy

- What DISTURBS; INTERESTS; CONFUSES; and ENLIGHTENS me?

**FORMATIVE ASSESSMENT:** Response to Literature paragraphs. Prompt: TBD

### SKILLS: (FOCUS)

- Author’s Purpose
- Time /Setting
- Point of View
- Character Analysis
- Metaphor/Similes
- Mood/Tone
- Prediction, Clarifying, Questioning, Summarizing (strategy)

## LESSON 6

Read, *Prison Writings: My life is my SunDance*.  
Pages: 89-135; Chapters 19-27

### Lesson Narrative:

In this lesson, students will find themselves walking in the shoes of Leonard Peltier. Meaning, that students will be reliving the turmoil of the 1950's of Relocation and the counterculture movement of the 1960s which gave rise to the AIM movement and their causes. Basically, the rationale for wanting to help the people on the Pine Ridge reservation, as well as, helping the "unjust" treatment of Indigenous people everywhere.

### Lesson Question(s):

- Did the counterculture movements of the 1960s lead to positive or proactive changes for Indigenous people?

#### Discussion:

What do you think it was like to live in the 1950s and/or 1960s as a person of color?



**Anchor Standards:** [See page 5](#)



**Key Equity Terms:** [See page 14](#)



## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING CONNECTIONS

- Review and re-examine the previous chapters
- Character analysis
- Study guide review

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** Prompt: Did the counterculture movements of the 1960s lead to a more positive or more proactive change for indigenous people in the United States?

**MONDAY-WEDNESDAY:** Read pg. 89-135 Ch. 19-27; from *Prison Writing: My Life is My Sundance*

### FORMATIVE ASSESSMENT:

- Vocabulary-Context Clues
- Write and Reflect
- Comprehension Questions
- Figurative Language/story element skills

### WRITE AND REFLECT:

Prompt: What do you think it was like to live in the 1950s and/or 1960s as a person of color?

### SKILLS: (FOCUS)

- Author's Purpose
- Metaphor/Similes
- Time /Setting
- Mood/Tone
- Point of View
- Prediction, Clarifying, Questioning, Summarizing (strategy)
- Character Analysis

## LESSON 7

 [Mohandas Gandhi - Biography, Facts & Beliefs](#) (history.com)

### Lesson Narrative:

The lesson will introduce students to another famous political prisoner. The connection to **Mohandas (Mahatma) Gandhi** will establish similarities to all political prisoners already presented, as well as Leonard Peltier. Students will research other aspects of Gandhi's life and make connections to other political prisoners and Leonard Peltier. Further, students will learn about Gandhi's tireless efforts to gain independence for India from Great Britain.

### Lesson Question(s):

- How do you think political prisoners see themselves?



**Anchor Standards:**  [See page 5](#)



**Key Equity Terms:**  [See page 14](#)



## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING “WORLD” CONNECTION

Introducing Mahatma Gandhi.

Students will continue to read about other political prisoners.

- Ask Questions
- RESEARCH
- Find Answers

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** D.I.C.E discussion strategy

- What DISTURBS; INTERESTS; CONFUSES; and ENLIGHTENS me?

**FORMATIVE ASSESSMENT:** Response to Literature paragraphs. Prompt: TBD

### SKILLS: (FOCUS)

- Author’s Purpose
- Time /Setting
- Point of View
- Character Analysis
- Metaphor/Similes
- Mood/Tone
- Prediction, Clarifying, Questioning, Summarizing (strategy)

## LESSON 8

Read, *Prison Writings: My life is my SunDance*.  
Pages: 139-172; Chapters 28-32

### Lesson Narrative:

The lesson will introduce the reader to the beginning of the end. Basically, Leonard Peltier is becoming more and more political and restless. It will provide a storyteller's perspective about his travels through the BIA building takeover, the seizing of Alcatraz, and finally his final days at the Jumping Bull Camp. Students will be given an opportunity to discuss the scenario surrounding the shooting of FBI agents. The beginning of the trials of AIM and the outcomes.

### Lesson Question(s):

- Based on the storyteller's recollection, does he deserve amnesty?

#### Discussion: (Inference Skills)

Prompt: Think about the three words presented - **amnesty**, **clemency**, and **pardon** (presidential). How do the words differ from each other? Which one really applies to Leonard Peltier's dilemma?



**Anchor Standards:** [See page 5](#)



**Key Equity Terms:** [See page 14](#)



## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING CONNECTIONS

- Review and re-examine the previous chapters
- Character analysis
- Study guide review

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** Prompt: Based on the storyteller's recollection, does he deserve amnesty?

**MONDAY-WEDNESDAY:** Read pg. 139-172 Ch. 28-32; from *Prison Writing: My Life is My Sundance*

### FORMATIVE ASSESSMENT:

- Vocabulary-Context Clues
- Write and Reflect
- Comprehension Questions
- Figurative Language/story element skills

**WRITE AND REFLECT:** Prompt: Think about the three words presented---amnesty, clemency, and pardon (presidential). Basically, how do the words differ from each other? And which word really applies to Leonard Peltier?

### SKILLS: (FOCUS)

- Author's Purpose
- Metaphor/Similes
- Time /Setting
- Mood/Tone
- Point of View
- Prediction, Clarifying, Questioning, Summarizing (strategy)
- Character Analysis

## LESSON 9

Read, *Prison Writings: My life is my SunDance*.  
Pages 173-216; Chapters 33-37 (understanding writer's perspective)

### Lesson Narrative:

This lesson will highlight Leonard Peltier's final days as a free citizen. He will share with the reader his perspective about being innocent and the unlikelihood of gaining freedom during his lifetime. He will also enlighten the reader with the concept of always being incarcerated. Basically, as an Indigenous person, one is always tethered to Federal Indian policies and is expected to follow the recommendations of the United States government. Maybe the question could be, are Federal Indian Policies softened with words like trust responsibility, sovereignty, and self-determination?

### Lesson Question(s):

- Like his ancestors from decades before, will Leonard Peltier ever go home? Will he ever be free?

#### Discussion: (Inference Skills)

Leonard Peltier stated, "Guilt has a thousand voices, all of them lies". What do you think he means?



**Anchor Standards:** [See page 5](#)



**Key Equity Terms:** [See page 14](#)





## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING CONNECTIONS

- Review and re-examine the previous chapters
- Character analysis
- Study guide review

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** Prompt: Like his ancestors from decades before, will Leonard Peltier ever go home? Will he ever be free?

**MONDAY-WEDNESDAY:** Read pg. 173-216 Ch. 33-37; from *Prison Writing: My Life is My Sundance*

### FORMATIVE ASSESSMENT:

- Vocabulary-Context Clues
- Write and Reflect
- Comprehension Questions
- Figurative Language/story element skills

**WRITE AND REFLECT:** Prompt: Leonard Peltier stated, "Guilt has a thousand voices, all of them lies." What do you think he means? Or, what do you think the quote implies?

### SKILLS: (FOCUS)

- Author's Purpose
- Metaphor/Similes
- Time /Setting
- Mood/Tone
- Point of View
- Prediction, Clarifying, Questioning, Summarizing (strategy)
- Character Analysis

## LESSON 10

 [Leonard Peltier Case Facts \(freeleonard.org\)](https://freeleonard.org)

### Lesson Narrative:

The final lesson will involve a long discussion about reading Leonard Pelteir's *Prison Writings: My life is my Sundance*. This will give students an opportunity to decide if Leonard Peltier is guilty of the murders of the FBI agents and/or if his sentence is “just.”

### Lesson Question(s):

- Why is Leonard Peltier's case a political issue that no politician wants to touch?



**Anchor Standards:**  [See page 5](#)



**Key Equity Terms:**  [See page 14](#)



## Embedded Assessment:

Review and re-examine the previous chapters

### MAKING CONNECTIONS

- Review and re-examine the previous chapters
- Character analysis
- Study guide review

**ACTIVITIES:** Daily Warm-Ups and Inferences (implicit and explicit)

**DISCUSSION:** Prompt: Again, why is Leonard Peltier's case a political issue that no politician wants to touch?