

TEACHER'S GUIDE

Review Questions - Answer Key

Part 2: Friend or Foe?

MISSION 3: "A Cheyenne Odyssey"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions might also vary.

Some students might learn information later than others, or not at all. If you choose to discuss students' responses as a whole group, information can be shared among all your "Little Foxes."

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 2.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.



TEACHER'S GUIDE

Review Questions - Answer Key

Part 2: Friend or Foe?

MISSION 3: "A Cheyenne Odyssey"

Name: _____

Date: _____

Directions: After you play Part 2, read and answer these questions from the point of view of your character, Little Fox. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) According to Little Fox at the beginning of Part 2, what did the white men do that started the fighting between them and the Northern Cheyenne? When Little Fox's uncle returns, does that mean the battle is over?

The white men built forts and the Cheyenne hadn't agreed to the forts. No – Little Fox's uncle explains that the fighting is not over and the Cheyenne must choose their battles carefully. The Indians are outnumbered by white men.

2) Are the Northern Cheyenne fighting the white men alone?

No – they join forces with the Lakota to fight the white men. Little Fox's uncle also mentions that the Arapaho joined forces with the Cheyenne and Lakota for part of the battle. Students should understand that Indian tribes are distinct and sometimes they get along and work together, but other times they do not (reference antagonism in Part 1).

3) Why does Little Fox's uncle send him to the trading post with Many Horses?

Little Fox's uncle had a dream in which he saw Little Fox traveling with his sister's suitors, Many Horses and Black Moon. Little Fox's uncle didn't know where they were going, but it was important. He decides to send Little Fox with Many Horses to the trading post because of the dream.

4) Little Fox's sister Calling Bird has two suitors – Many Horses and Black Moon. Who determines which suitor Calling Bird will marry? How is this different than marriage today?

Calling Bird's uncle will determine whom she marries, and he is weighing both suitors in terms of wealth, generosity, bravery, whether the suitor will make Calling Bird happy, etc. This is probably different from what students are familiar with, as Calling Bird will not make the decision for herself.

TEACHER'S GUIDE

Review Questions - Answer Key

Part 2: Friend or Foe?

MISSION 3: "A Cheyenne Odyssey"

5) Describe the fort and the store at Hat Creek. What did you see?

- *There are tall walls surrounding smaller buildings, like a mini town.*
- *There is an American flag up on a pole.*
- *"Big Eared White Man" has a storeroom of buffalo robes.*
- *There are other "white man goods," like guns, blankets, powder/shot, axes, hats, etc.*
- *White men's clothing is very different than Northern Cheyenne clothing.*
- *There seems to be a watchtower or lookout point in the fort.*

6) What did your uncle give you to trade at Fort Hat? What did you end up trading, and what did you receive? What was your strategy for trading?

Answers will vary. Students should note that Little Fox was given ten buffalo robes to trade. They should note how many robes were traded, and what Little Fox received in return. Regarding strategy, students may note that he tried to trade the fewest number of robes, even if it meant the white man rejected Little Fox's first offer. Students should also describe what their trading process was, and how successful it was.

7) Why do you think the Indians trade with the white men? Do you think they should trade with the white men? Explain your answer.

Answers will vary. Students may note that white men have more sophisticated weapons, like guns, and that their goods are different – i.e. blankets are lighter to carry. Students may provide their opinions on whether or not they think trading with whites is a good idea.

8) Do the Northern Cheyenne speak the same language as the white men? If not, how do they communicate?

No – they communicate using sign language. Also, some Indians know English.

9) Describe the relationship between the Northern Cheyenne and the white men. Are they friends, enemies, or both? Why? Explain and support your answer with evidence from the game.

Students should note that in some instances, the Northern Cheyenne do not get along with whites – i.e. fighting because forts had been built and the Northern Cheyenne hadn't agreed to forts. In other instances, they do get along – trading robes for goods like gun powder, shot, rifles, blankets, axes, etc. The relationship is complicated.