

# A Cheyenne Odyssey Curriculum Overview

	PROLOGUE & PART 1: Seeing Shadows 1866		PART 2: Friend or Foe? 1867	PART 3: Raiding the Iron Horse 1867		PART 4: Broken Words 1874	PART 5: Battle of the Greasy Grass - 1876		EPILOGUE 1890s – Present Day
<b>PLAYING Time</b>	20-25 minutes		30-40 minutes			45-60 minutes			
Activities Time	45 minutes		50 minutes			90 minutes			
Suggested Teaching Sequence	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
<i>Planning is based on 45-minute classes. Please adjust accordingly.</i>	<b>PLAY Prologue and Part 1 (including Exit Ticket)</b>  Complete <b>Decision Tracker</b> while playing	Complete <b>Mission Reflection</b>  Class Discussion  Complete <b>Document Analysis</b>	<b>PLAY Part 2 and Part 3 (including Exit Ticket)</b>  Complete <b>Decision Tracker</b> while playing	Complete <b>Mission Reflection</b>  Class Discussion	Complete <b>Document Analysis</b>  Class Discussion	<b>PLAY Part 4 and Part 5</b>  (Optional) Continue to use <b>Decision Tracker</b> while playing	<b>Finish Parts 4 and 5, PLAY Epilogue (including Exit Ticket)</b>	Start <b>Document-based Writing and Discussion Activity</b>	Complete <b>Document-based Writing and Discussion Activity</b>  Class Discussion
<b>Activities</b> <i>A teacher version of each activity provides tips for classroom implementation. The activities can be completed independently, in small groups, or as a full class. A handout is provided for each activity.</i>	<u>Plains Indians Way of Life</u> <b>Mission Reflection (10-15 minutes):</b> Students identify elements of daily life for Northern Cheyenne in the 1860s and list Little Fox's obligations to his family and tribe.  <b>Document Analysis (30 minutes):</b> Students analyze three images to explore characteristics of Plains Indians' life and culture in the 1860s.		<u>Trade or Fight?</u> <b>Mission Reflection (15 minutes):</b> Students contrast Many Horses' and Black Moon's attitudes towards white people and identify rites of passage Little Fox experiences.  <b>Document Analysis (30 minutes):</b> Students analyze the painting "American Progress" by John Gast and discuss what <i>progress</i> might mean from different perspectives in the game.			<u>Treaties, Battles, and Survival</u> <b>Decision Tracker Reflection (30 minutes):</b> After game play, students review the priorities they set and the decisions they recorded on their <b>Decision Tracker</b> . Then they reflect on the complexity of decision-making and the importance of historical empathy.  <b>Document-based Writing and Discussion Activity (at least 60 minutes):</b> Students analyze and summarize conflicting accounts of the events that led to the Battle of the Greasy Grass. Then they use their knowledge from the game to analyze and discuss which account they think is more reliable and why.  Students read 2 documents and cite them in their written response.			
<b>Game Decision Tracker</b>	Students record decisions they make as Little Fox throughout the game, and then reflect on how those decisions relate to the following four values: <b>Preserving the Northern Cheyenne Way of Life, Adapt to a Changing World,</b>		Students choose a value to prioritize ( <b>Preserving the Northern Cheyenne Way of Life, Adapt to a Changing World, Resist the Encroachment of White Settlers, or Focus on Your Family</b> ) <i>before</i> playing. Then they record 2-3 decisions they made while playing and reflect on what made it easy or hard to put their chosen value into action.			Optionally, students repeat the same process from Parts 2 & 3.  Students complete the Decision Tracker Reflection.			

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	<b>PROLOGUE &amp; PART 1: Seeing Shadows 1866</b>	<b>PART 2: Friend or Foe? 1867</b>	<b>PART 3: Raiding the Iron Horse 1867</b>	<b>PART 4: Broken Words 1874</b>	<b>PART 5: Battle of the Greasy Grass - 1876</b>	<b>EPILOGUE 1890s – Present Day</b>
	<b>Resist the Encroachment of White Settlers, or Focus on Your Family</b>					
<b>Guiding Question(s)</b>	What was daily life like for Plains Indians in the middle of the 1800s?	What strategies did the Cheyenne and other Plains Indians use to survive and adapt to the expansion of the United States?  Why did violent conflict break out between the Plains Indians and European-Americans in the 1860s and 1870s? How did each side understand and respond to this conflict?		Why did violent conflict break out between the Plains Indians and European-Americans in the 1860s and 1870s? How did each side understand and respond to this conflict?  What strategies did the Cheyenne and other Plains Indians use to survive and adapt to the expansion of the United States?		
<b>Story</b>	Prologue tells the Cheyenne creation story and about the tribe's migration to the Plains.  Players meet Little Fox, a 12-year-old Northern Cheyenne boy. Little Fox and his friend Crooked Rabbit discover some horses missing and must decide how to respond. Little Fox then assists his mother with chores. Later a group of Northern Cheyenne boys challenge some Lakota youth to a foot race.	Little Fox welcomes his uncle home and learns of the battles against soldiers in the forts along the Bozeman Trail. He then travels to a trading post with one of his sister's suitors, Many Horses, a Lakota warrior. At the trading post Little Fox interacts with whites for the first time as he bargains with the trader and sees soldiers.	Little Fox travels south with Black Moon, a Southern Cheyenne, who is also courting Little Fox's sister. Their mission is to recruit warriors for the battles against the soldiers' forts. As they cross the tracks of the Transcontinental Railroad they meet fellow Cheyenne who are planning a raid.	Little Fox is now a little warrior chief and helps his band determine the best strategies for survival under the terms of the 1868 Fort Laramie Treaty. The band can choose to hunt buffalo, elk, or deer, camp with other bands, raid enemy tribes or white settlers, participate in the Sun Dance, collect annuities, or try farming at the Agency. Then in 1875, the U.S. government orders all Plains Indians to settle on a reservation.	Little Fox and his band join with the Lakota who battle U.S. troops under General George Custer and win a great victory. But a few months later, U.S. soldiers burn Little Fox's camp and force them to surrender and to relocate to Darlington Agency in the south.  Chief Little Wolf and Chief Dull Knife refuse to tolerate the miserable conditions at Darlington and lead their followers back north.	Follow the story of Little Fox's descendants from the 1880s through to the present. Learn that Cheyenne performed in Wild West Shows, served in World War II, fought for their civil rights in the 1970s and defended their land from coal companies up to the present.
<b>Historical Thinking Skills</b>	Historical empathy through understanding multiple perspectives, contextualization, historical cause and effect					