

A Cheyenne Odyssey Parts 2 and 3 Teacher Guide

Guiding Question: How did a young Cheyenne determine their future paths and roles in their communities?

Decision Tracker

Circle one of the values below that you will prioritize as you play Parts 2 and 3 of A Cheyenne Odyssey.

Preserve the Northern Cheyenne way of life Adapt to a Changing World Resist the Encroachment of White Settlers Focus on Your Family

As you make decisions as Little Fox in Parts 2 and 3, do your best to prioritize the value that you chose. Record and describe at least two decisions you make in the game in which that value is a factor.

What did you do, and why?	How did your decision connect to the value you chose?	What other values, if any, influenced your choice?

Time: At least 20 minutes

Instructions

Explain to students that as they play Parts 2 and 3, Little Fox will experience many, often conflicting, demands on his decisions. Therefore, as students guide Little Fox, they will have to make difficult choices about how to respond to the encroachment of white soldiers and settlers.

Prioritizing a Value

Give students copies of the Parts 2 and 3 Decision Tracker, and walk through the instructions with them. Instead of reflecting on values *after* recording their decisions on the handout (as they did previously), students will now choose a value to prioritize *before* they play Parts 2 and 3. Encourage them to try to put that value into action in the choices they make in the game.

On the handout, students will record at least two decisions they made in which their prioritized value came into play. (The graphic organizer provides space for three examples.) We recommend that students record their decisions *as they play* Parts 2 and 3 rather than after they have completed them.

The Complexity of Decision Making

As they play the game, students will likely realize that consistently prioritizing one value in their

A Cheyenne Odyssey Parts 2 and 3 **Teacher Guide**

	<p>decisions will force them to make difficult compromises, and they may even choose to abandon their prioritized value at times for this reason. The goal is not to test or evaluate students' abilities to stick with their chosen value - rather, it is to help them experience and reflect on the complexity of decision making.</p>
--	--