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