

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

## Decision Tracker Reflection

*After completing all parts of the mission, reflect on your journey in the game by answering the following questions:*

**1. Reflection: What priorities most guided your decisions?**

- Which of the four values—Preserve the Northern Cheyenne way of life, Adapt to a Changing World, Resist the Encroachment of White Settlers, or Focus on Your Family—did you choose to prioritize? Explain why you chose them.

**2. Reflection: Did you act according to the values you chose in the game?**

- How successful were you in staying focused on the values you chose?
- What other factors influenced your choices during the game?

**3. Reflection: What factors influence your choices in your life today?**

Given the time and place that Little Fox lived, the choices he faced in his life are different in many ways than the choices we face in our lives today. Yet, in other ways, the influences and pressures he experienced may also be very similar to the ones we face.

- What feels most similar between the choices Little Fox faced and the choices you face in your life?
- What feels most different?

**4. Discussion: How well can we understand Little Fox?**

Little Fox was a teenager living in the Great Plains in the 1800s, amid violent conflicts between the Plains Indians and white settlers and soldiers from the expanding United States.

- What makes it **hard** to understand Little Fox's experiences—how he thought and felt, and why he made the decisions he did?
- What makes it **possible** for you to understand some of Little Fox's experiences, despite all the differences?

**Time:** 30 minutes

### Instructions

In this activity, students review their decisions as Little Fox throughout the game, reflect on the complexity of decision-making, and practice historical empathy.

The Decision Tracker Reflection provides a series of questions for students to respond to after completing the Decision Tracker documents from the Prologue and Parts 1, 2, and 3 of "Mission US: A Cheyenne Odyssey". Consider giving students time for independent reflection and/or partner discussions in response to Questions 1-3. Since those questions ask students to consider their own priorities and experiences, they may not be comfortable sharing their responses with the whole group. Question 4 is designed for a whole class discussion.

### Notes:

- This Decision Tracker Reflection takes the place of the Decision Tracker handout that appears in previous sections of this Teacher Guide. Since Little Fox continues to experience tension between the four values students choose from on the Part 2-Part 3 Decision Tracker, you might choose to have students continue recording and analyzing specific decisions while they play Parts 4 and 5. If so, simply provide them another blank copy of the Part

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2-Part 3 handout. You could give students the option to choose a new priority for their decision making in Parts 4 and 5.

- Question #2 asks students how successful they think they were in acting on the priorities they set for Little Fox during the game. Keep in mind that many students may have played with *other* motives in mind (e.g., trying the most extreme choices, trying to make other characters angry, trying to “break” the game, or just choosing randomly). Therefore, #2 also asks students what other factors guided their choices. It’s good to acknowledge that games allow players freedom in how much they identify with characters.
- Question #4 asks students to consider both the importance and the limits of historical empathy. We hope that students will emerge with the conclusion that it is hard but still worthwhile to try to understand the experiences of 19th century Northern Cheyenne teenagers (and others from the past). Here are some reasons students may give:
  - They had to grow up much faster than most American kids today; it’s hard to know what it was like to be in such a different world.
  - Today some indigenous people and members of other groups face persistent threats to resources they need to survive and thrive. Young people in those groups may experience

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tensions around the possibilities of fighting back, accommodating and assimilating, or some combination of these goals.