

TEACHER'S GUIDE

Learning Goals

MISSION 3: "A Cheyenne Odyssey"

Mission 3: "A Cheyenne Odyssey" provides rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals.

MISSION US OVERALL LEARNING GOALS

Students will:

- Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality.
- Understand the role of ordinary men and women—including young people—in history.
- Develop historical thinking skills that increase historical understanding and critical perception.

MISSION 3: "A CHEYENNE ODYSSEY" LEARNING GOALS

Mission 3 explores the post-Civil War transformation of the American West from the perspective of one Plains Indian tribe, the Northern Cheyenne. The story focuses on change and continuity in history and presents the adaptability and persistence of Plains Indians. After playing the game, students will understand the:

- Social, political, economic, and cultural aspects of Plains Indian tribes, specifically:
 - the importance of horses and buffalo hunting
 - that both alliances and conflicts existed within and between Plains Indian tribes
 - Northern Cheyenne tried different survival strategies, ranging from cooperation with the US government to military resistance
- Attitudes and policies toward Plains Indians by the US government and military, specifically:
 - Treaty negotiations and violations
 - Communication challenges and cultural misunderstandings led to increased conflict and violence
 - Reservation policy
- Impact of land loss, removal, and containment of Plains Indians, specifically the Northern Cheyenne people, including:
 - the impact of the railroad, emigrant trails, and white settlement on the buffalo herds
 - the effects of the reservation system on the Northern Cheyenne

Historical Thinking: Change and Continuity over Time

To understand the present, students need to examine how past events have shaped the world we live in today. As students study history, they gain insights into what life was like in the past and what has changed or remained the same over time. Examining the past allows students to develop a historical perspective and to answer questions such as: What happened in the past that has shaped the present? How has our country changed over time and how might it



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continue to change in the future? How do our attitudes about events and people change over time? What ideas and traditions have persisted?

By playing "A Cheyenne Odyssey" and completing the accompanying lessons, students will develop skills in analyzing change and continuity over time. Specifically, students should be able to:

- Identify the buffalo era of Plains Indians as one era in Northern Cheyenne history, and understand that the tribe has adapted to new circumstances while maintaining its culture.
- Describe the transformations caused by US government policies and westward settlement on Plains Indians in the mid-19th century, and how the Northern Cheyenne fought to maintain their homelands and culture.

Historical Understandings	Key Related Vocabulary and Events
Like many Plains Indian tribes, the Northern Cheyenne migrated from eastern North America and, with the introduction of the horse, changed their traditions and lifestyles to adapt to new environments. The migration to the Plains brought them into alliances and conflicts with other tribes, including the Lakota (Sioux) and Crow. Regardless of their location, the Northern Cheyenne maintained core values and traditions (importance of kin, modesty, bravery, generosity).	migration Northern Cheyenne Southern Cheyenne Lakota Crow Arapaho warrior societies tipi counting coup
Since the early 1800s, Plains Indians had been bartering with whites and other tribes for guns, ammunition, and metal goods. By the mid-19 th century, whites wanted to purchase buffalo hides, and trade between Cheyenne, Lakota, and whites was common. The Cheyenne received blankets, cloth, weapons, and cooking utensils in exchange for buffalo hides. The US government licensed trading companies to set up trading posts, often in conjunction with a military outpost.	buffalo hides trader/trading Post sign language
Railroad expansion into the Great Plains, along with gold discoveries (i.e. Pike's Peak in Colorado) brought dramatic changes to the Plains Indians, as a large influx of miners, workers, settlers, tourists, and increased trade in buffalo hides depleted buffalo	Transcontinental Railroad Bozeman Trail treaty Manifest Destiny

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herds. The US government made treaties with the Plains Indians to allow access to Indian lands in exchange for goods, and set up a string of military forts to protect whites.	
Plains Indians saw railroads and overland emigrant routes as direct threats to buffalo herds, although the herds were already being depleted by high demand among white traders for buffalo skins.	prospectors homesteaders
The 1868 Fort Laramie Treaty sparked differing interpretations within, as well as between, Indian tribes and the US government, and resulted in new strategies for Northern Cheyenne survival on the Plains.	reservation hunting grounds unceded territory
The Indian victory over the US Army at the Battle of the Little Bighorn became a turning point for both the Cheyenne way of life on the Plains and US Indian policy. While the West was initially viewed as open territory for Indians, the US government increasingly sought to remove Indians from much of the territory, and limit the amount of land they could inhabit. The US military forced the Northern Cheyenne to relocate to the Southern Cheyenne reservation in Oklahoma.	Fight Where the Girl Saved Her Brother (The Battle of Rosebud Creek) The Battle of Greasy Grass Creek (The Battle of the Little Bighorn) regiment
Government policy encouraged and enabled large numbers of white settlers to occupy former Indian territories. The subsidized railroads helped mining and homesteading across the Plains.	Homestead Act of 1862
Many considered the policies and actions of the US government to be a form of genocide. But despite these policies, the Northern Cheyenne, along with other Plains Indians tribes, managed to maintain their languages, cultures, and self-government, by fighting for their rights and adapting to a changing world.	odyssey sovereign assimilation Dawes Act