

TEACHER'S GUIDE

National Standards Alignment

MISSION 3: "A Cheyenne Odyssey"

RELATED STANDARDS:

Common Core Standards: English/Language Arts
National Standards for History Basic Education
Partnership for 21st Century Skills

The *MISSION US: "A Cheyenne Odyssey"* interactive game and accompanying curriculum are designed to teach students about Plains Indian life prior to and during the reservation period, and to simultaneously develop their historical thinking, problem solving, and literacy skills. By integrating the game and rich collection of activities and documents into their classrooms, teachers can address the following standards and student outcomes.

From the Common Core Standards: English Language Arts, available online at <http://www.corestandards.org/ELA-Literacy>:

Common Core Standards, now adopted in over 40 states, are designed to help educators prepare students for success in college and careers by focusing on core knowledge and skills. The English Language Arts standards reflect the need for young people "to read, write, speak, listen, and use language effectively in a variety of content areas," including history/social studies.

Mission US: "A Cheyenne Odyssey" and the accompanying curriculum provide students with multiple opportunities to develop literacy skills through (1) reading and listening to game dialogue, (2) learning "smartword" vocabulary terms in the game and utilizing them in classroom activities, (3) comprehension and analysis of primary documents, and (4) written performance tasks in the classroom activities.

Mission US: "A Cheyenne Odyssey" is most closely aligned with the following Common Core Standards:

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.



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RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.

From the National Standards for History Basic Education, available online at <http://www.sscnet.ucla.edu/nchs/standards/>:

The National Standards for History feature Historical Thinking Standards (skills) and U.S. History Standards (content).

"A Cheyenne Odyssey" aligns most closely with the following Historical Thinking Standards:

1. Assessment of continuity and change
2. Chronological Thinking
3. Historical Comprehension
4. Historical Analysis and Interpretation

Both the game and the accompanying activities ask students to take on the role of Little Fox, a fictional Northern Cheyenne boy, and then consider the consequences of Little Fox's actions on his own life and community.

As a culminating task, players should be able to construct a historical narrative about Little Fox that will assess their ability to:

Analyze change and continuity among Plains Indians in the post-Civil War period, including: (a) the factors that brought significant changes for the Cheyenne; (b) the social factors that enabled the Cheyenne to maintain many of their cultural values; (c) the importance of the individual in history; and (d) the role of U.S. government and military policy in the transformation of the American West.

"A Cheyenne Odyssey" also addresses the following content area:

Era 6: Development of the Industrial United States

Standard 4. *Federal Indian policy and United States foreign policy after the Civil War.*

Standard 4A. The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.



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7-12	Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. [Interrogate historical data]
5-12	Compare survival strategies of different Native American societies during the "second great removal." [Appreciate historical perspectives]
7-12	Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation. [Evaluate the implementation of a decision]
7-12	Evaluate the legacy of 19th-century federal Indian policy. [Hypothesize the influence of the past]

(See the MISSION 3: Learning Goals for additional historical understandings).

From the Partnership for 21st Century Skills, available online at
http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120:

This framework advocates for teachers and learners to master the knowledge, skills, and expertise needed to live and work in the 21st century. P21 brings together resources and tools for educators to integrate the "four Cs" (critical thinking and problem solving, communication, collaboration, creativity and innovation) into their core curriculum. P21 is also focused on the crucial role of support systems (professional development, learning environments, curriculum) in assisting educators in developing an approach to 21st century learning.

Mission US is an interactive and immersive game experience that promotes critical thinking and problem solving. "A Cheyenne Odyssey" asks students to construct their own understanding of the post-Civil War transformation of the American West. By playing the game and constructing a historical narrative, students also engage in critical thinking that requires them to reason effectively, use systems thinking, make judgments and decisions, and reflect on their learning experiences.

Mission US: "A Cheyenne Odyssey" is most closely aligned with the following Twenty-First Century Student Outcomes:



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Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams



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- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information and Communications Technology (ICT) Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies