

# TEACHER'S GUIDE

## Writing Prompts

### Prologue

#### MISSION 3: "A Cheyenne Odyssey"

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#### A NOTE TO THE EDUCATOR:

*You will need to decide how best to share these writing prompts with your students. You might share them all, and ask students to choose one to respond to. You may assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Where there are multiple questions in a single prompt, choose the question or questions that best suit your students. Make your decisions according to the needs of your group.*

*You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intention of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history or in historical events. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to the material better.*

*Since students vary in their degree of comfort and writing skill, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should encourage them to focus on content rather than mechanical skills. Pieces can be revised and edited later if you decide they should be shared formally, such as on a bulletin board or in a newsletter.*

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Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

**IN THE BEGINNING.** The Prologue begins with a Northern Cheyenne creation story. What does the story explain, and what values does it transmit? Are you familiar with creation stories from any other cultures or traditions? What are they? What do you think the purpose of a creation story such as this might be? Read or research a creation story from another culture, and compare and contrast it with the Northern Cheyenne creation story.

**ADAPTING TO CHANGING TIMES.** In the Prologue, Little Fox says the Northern Cheyenne have seen many changes. What changes did you see in the Prologue? What do you think caused these changes? What effects did these changes have on the lifestyle of the Northern Cheyenne? What do the changes say about the ability of the Northern Cheyenne to adapt to changing times?

**GOALS FOR THE FUTURE.** In the Prologue, Little Fox introduces himself, his family, and his people. What does he hope to achieve as he becomes an adult in Northern Cheyenne society? Why does Little Fox connect his goals for the future to the memory of his father and to serving his people? What do *you* want to achieve when *you* become an adult? Are your goals based on your own aspirations, or are they influenced by the expectations of your family or of society as a whole? How do your goals compare to those of Little Fox?