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
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 Understanding

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<tr>
<th>Historical Understandings</th>
<th>Key Related Vocabulary and Events</th>
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<td>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).</td>
<td>migration&lt;br&gt;Northern Cheyenne&lt;br&gt;Southern Cheyenne&lt;br&gt;Lakota&lt;br&gt;Crow&lt;br&gt;Arapaho&lt;br&gt;warrior societies&lt;br&gt;tipi&lt;br&gt;counting coup</td>
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<td>Since the early 1800s, Plains Indians had been bartering with whites and other tribes for guns, ammunition, and metal goods. By the mid-19th 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.</td>
<td>buffalo&lt;br&gt;hides&lt;br&gt;trade/trading Post&lt;br&gt;sign language</td>
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<td>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</td>
<td>Transcontinental Railroad&lt;br&gt;Bozeman Trail&lt;br&gt;treaty&lt;br&gt;Manifest Destiny</td>
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### TEACHER’S GUIDE

#### Learning Goals

**MISSION 3: “A Cheyenne Odyssey”**

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**sovereign**
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**Dawes Act** |