

# CO GAME Videogame Research

## General Information about the Game

### Name of the game

### Year of Creation

2013

### Description of the game

In Cheyenne Odyssey players become Little Fox, a Northern Cheyenne boy whose life is changed by the encroachment of white settlers, railroads, and U.S. military expeditions. As buffalo diminish and the U.S. expands westward, players experience the Cheyenne's persistence through conflict and national transformation. Mission US currently offers four missions to embark upon, challenging them to think critically every step of the way in the shoes of a fellow historical peer.

### Platform

PC, Mac

### Type of the game

Graphic Adventure / Storyteller

### Website

<http://www.mission-us.org/pages/landing-mission-3>

### Are there more institutions cooperating to the videogame development? Which profiles?

Electric Funstuff, EDC Center for Children and Technology

## BLOCK A. HERITAGE INTEREST

This part is for describing the heritage quality of the game.

### Is there any distinctive heritage element?

Developed for use in middle and high school classrooms, Mission US engages students in the study of transformational moments in American history. Each mission consists of an interactive game and a set of curriculum materials that are aligned to National Standards and feature document-based activities. The game immerses players in rich, historical settings and then empowers them to make choices that illuminate how ordinary people experienced the past. The Educator's Guide provides a wealth of resources and activities for both teachers and students, including primary source documents that show the broader social, political, and economic context of events and perspectives featured in the game.

**If yes, which are the different historical contexts (Who, when, where, why?) described.**

Students will explore how the lives of the Cheyenne American Indian tribe changed over time. Students will explore daily life before the reservation period and learn how violent conflict broke out between the Plains Indians and the U.S. government in the 1860s and 1870s.

**Which are the main historical elements described?**

The game describes 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. The students will explore the strategies that the Plains Indians used to survive and adapt to the expansion of the United States.

**Are they rigorous or inspirational or simply scenarios for the development of the story?**

inspirational.

**Which are the most interesting elements regarding COGAME framework, and why?**

The gameplay is linear and accessible to all age groups, but also provides the players with options that develop a sense of responsibility and ownership. The designers included knowledge incentives that motivate the players to learn more and expand their historical terminology.

“A Cheyenne Odyssey” can be played in a variety of settings with a variety of technology set-ups. The students can play as a class, in small groups, in pairs, individually, or you can mix and match these approaches. Depending on accessibility of technology, students can play in class, at home, or both – since their online accounts will save their game data wherever they play, and allow them to continue playing in any setting where a computer with an Internet connection is available.

The classroom activities offer an extensive set of resources to support instruction. The activities roughly fall into four broad categories:

- Document-Based Activities
- Vocabulary Activities
- Writing Prompts
- Review Questions

Other activities and resources provide additional primary sources, background information on the characters and setting, historical essays, and printable artwork from the game.

## BLOCK B. EDUCATIONAL PURPOSE

This part is about collecting information about the educational sense of the game.

### **Age addressed by the videogame**

7 - 10, 11 - 14, 15 - 18

### **Is there any link with the national educational levels? (Is the game addressed specifically to any pedagogical level? To some pedagogical activity?)**

Reflecting the latest academic scholarship and incorporating primary source documents, the history content for the mission is developed by a team of historians at the American Social History Project/Center for Media & Learning (ASHP), a research center at the City University of New York Graduate Center. Scholars with expertise in the era serve as advisors. Throughout the development process, researchers from the Center for Children and Technology/Education Development Center conduct focus group testing with students and teachers that helps the game development team address misconceptions about the content the mission explores. The game developer is Electric Funstuff, a company with extensive educational technology experience.

### **Which educational purpose has the game?**

Students will:

1. Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality.
2. Understand the role of ordinary men and women—including young people—in history.
3. Develop historical thinking skills that increase historical understanding and critical perception.
4. 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.
5. 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.

### **Target addressed by the project (List: community, classroom, subrepresented groups, disadvantaged, etc.)**

classroom

### **Which are the main skills / knowledges / attitudes learned by using the videogame?**

Learning is well integrated; the experiential/first-person nature of the simulation brings historical details to life and may help kids absorb the content more readily. The experience changes based on the choices kids make, and they can see how their decisions affect their character.

Players gain knowledge on numerous historical figures and artifacts, develop empathy with their historical counterparts, and find themselves enlightened on significant historical events and the effects on all involved parties.

## BLOCK C. VIDEO GAME DESIGN

This part is for collect information about video game design

### Graphics (Which type of graphics are used by the video game?)

3D graphics

### What is the storytelling of the video game? (Which are the main narrative elements?)

MISSION US: "A Cheyenne Odyssey" focuses on Plains Indian life in the latter part of the

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Is it future or past oriented? It is dystopian or utopian?

past oriented

### Main characters (How many characters the player can choose? Describe them.)

You can play the part of Little Fox, a Northern Cheyenne boy whose life gets forever changed, and who grows into adulthood over the course of the game.

### Interactivity (What is the level of interactivity inside the game? Describe.)

The missions require critical thinking and attention to detail as players make choices and must face the consequences of those decisions.

As Little Fox, they are making choices appropriate to a specific time, place, and culture. These choices—including hunting and killing game, participating in battles, and committing other violent acts, often in retaliation against violent acts previously perpetrated on the Northern Cheyenne people—will be extremely different from your students’ day-to-day, 21st-Century lives and norms of behaviour. However, they are appropriate for a young Cheyenne man on the Northern Plains in the 1860s and 1870s. Little Fox handles weapons, including guns. Little Fox can choose to steal or raid. Little Fox can choose to kill in defense of his homeland. By not sanitizing this history we invite students to think critically about the actions and motives of Indians and whites on the Plains, to practice historical empathy, and to understand multiple causes in history.

**Usability (Has the game a complex screen? Number of controls (keyboard, screen, Joystick...))**

The screen of the game is easy. It needs a mouse (point and click).

**Accessibility (Is the game prepared for people with mobility or control disadvantages?)**

Yes.

## BLOCK E. ASSESSMENT FOR CO-GAME

**Which are the elements you identify as relevant to be taken in mind for the development of the different IO for Co-Game?**

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.

This kind of learning method is very relevant and useful for the CO-Game project.

**Which are the elements not to repeat while developing Co-Game?**

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**Name of the organisation in charge of the questions (Write the name or your organisation (CEPS, LATERNA, MUNDANEUM, CIES; BFI)).**

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