

Unit 0: Introduction to American History

Exit Ticket – Lesson 1

Supporting Question

Why do historians differ in their interpretations of the past and how can an authentic narrative be created?

Directions: Write six things that could be or are in your wallet. Then answer the questions that follow.

“What’s in Your Wallet?”

1.	2.	3.
a. Why is this included?	a. Why is this included?	a. Why is this included?
b. What might people assume about you based on this artifact?	b. What might people assume about you based on this artifact?	b. What might people assume about you based on this artifact?
4.	5.	6.
a. Why is this included?	a. Why is this included?	a. Why is this included?
b. What might people assume about you based on this artifact?	b. What might people assume about you based on this artifact?	b. What might people assume about you based on this artifact?



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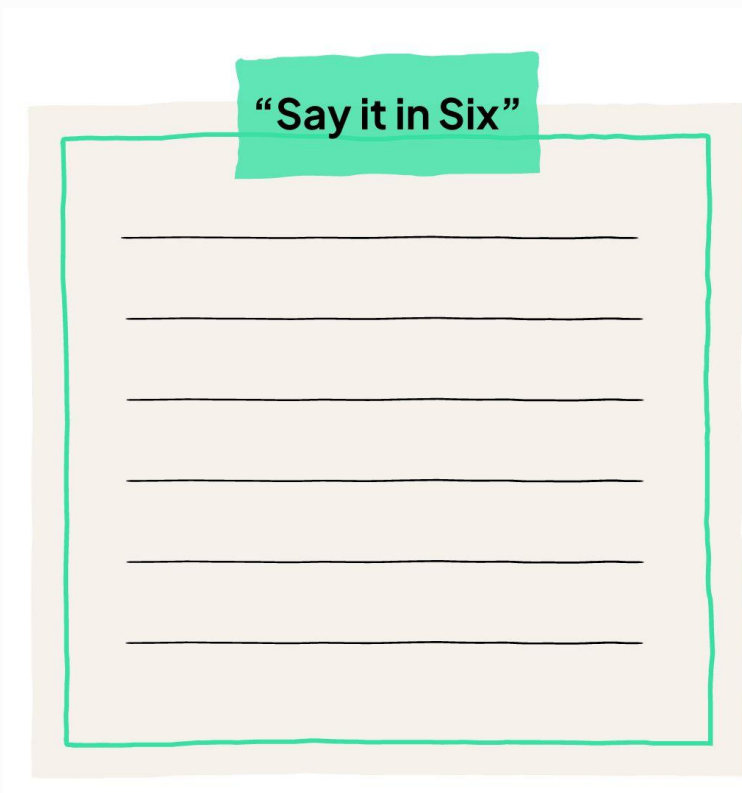
Exit Ticket – Lesson 2

Supporting Question

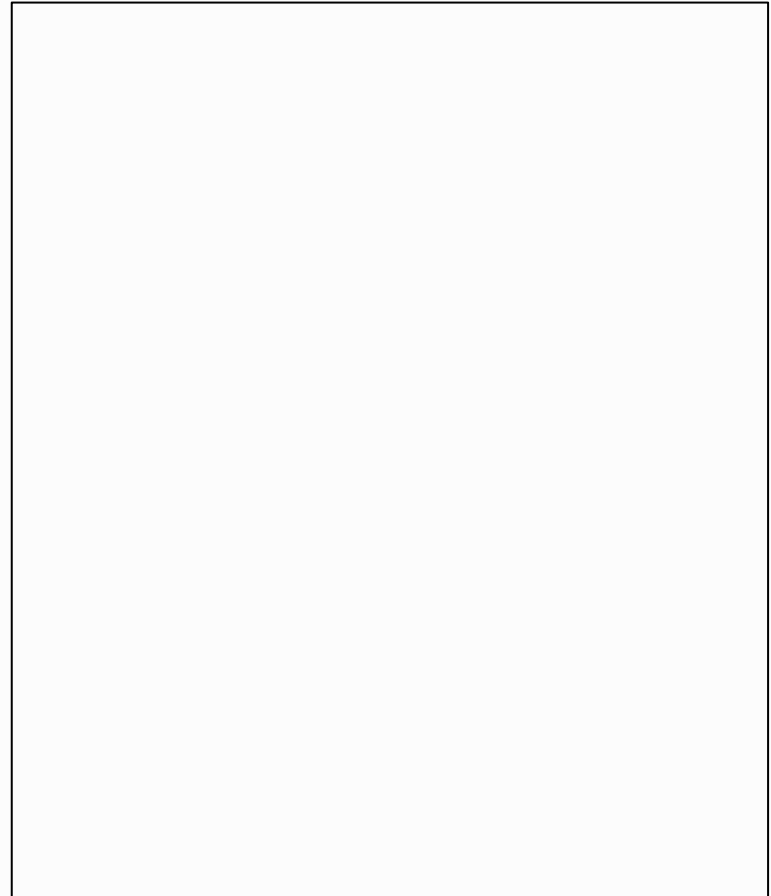
How can myths and facts be distinguished when interpreting historical events and what impact do myths have on understanding history?

Directions: Using a combination of writing and drawing, demonstrate the main idea of today's lesson. However, for your written component, you must "Say-it-in-Six!" You can use six words (no more, no less), but it does not have to be grammatically correct.

Drawing



"Say it in Six"



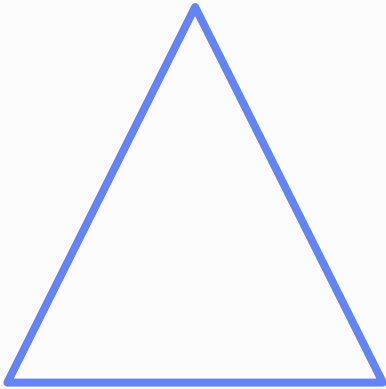
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Exit Ticket – Lesson 3

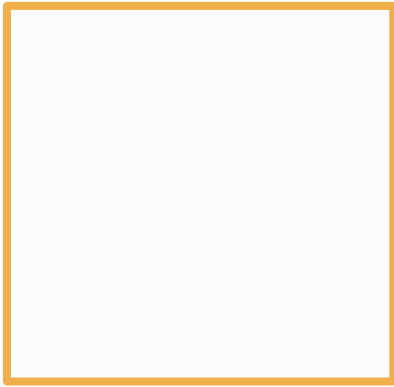
Supporting Question

In what ways have historical narratives about Indigenous peoples before European exploration continued or changed over time?

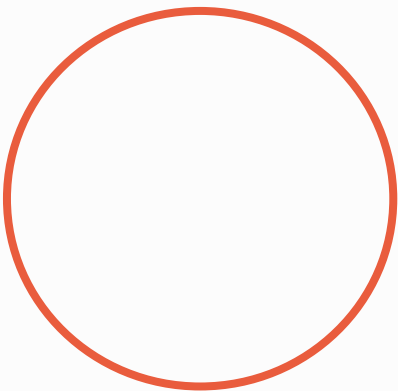
Directions: Answer each of the questions below.



What three important ideas or facts did you learn today?



What is something that squared with or confirmed your prior knowledge?



What is something that is still circling in your head?



Unit 0: Introduction to American History

Exit Ticket – Lesson 1 (Exemplar)

Supporting Question

Why do historians differ in their interpretations of the past and how can an authentic narrative be created?

Directions: Write six things that could be or are in your wallet. Then answer the questions that follow.

“What’s in Your Wallet?”

1. School ID Card	2. McDonald's Gift Card	3. Emergency Contact Phone Numbers
a. Why is this included? I have to use it to get into to after-school events and activities. b. What might people assume about you based on this artifact? I am a student and that I enjoy being part of the school community.	a. Why is this included? My grandma gave it to me for my birthday. b. What might people assume about you based on this artifact? I am independent and can take care of myself.	a. Why is this included? So I can call people if I need help. b. What might people assume about you based on this artifact? I'm too young or poor to have my own phone.
4. \$2.25 in Change	5. Rainbow Sticker	6. Gum
a. Why is this included? To pay for items at the vending machine b. What might people assume about you based on this artifact? I like snacks or that I spend time independently.	a. Why is this included? I got it from a friend and didn't know where else to put it. b. What might people assume about you based on this artifact? That I am part of the LGBTQ community	a. Why is this included? I don't like to have bad breath after lunch. b. What might people assume about you based on this artifact? I care what people think about me.



Exit Ticket – Lesson 2 (Exemplar)

Supporting Question

How can myths and facts be distinguished when interpreting historical events and what impact do myths have on understanding history?

Directions: Using a combination of writing and drawing, demonstrate the main idea of today’s lesson. However, for your written component, you must “Say-it-in-Six!” You can use six words (no more, no less), but it does not have to be grammatically correct.

Drawing

“Say it in Six”

Claims

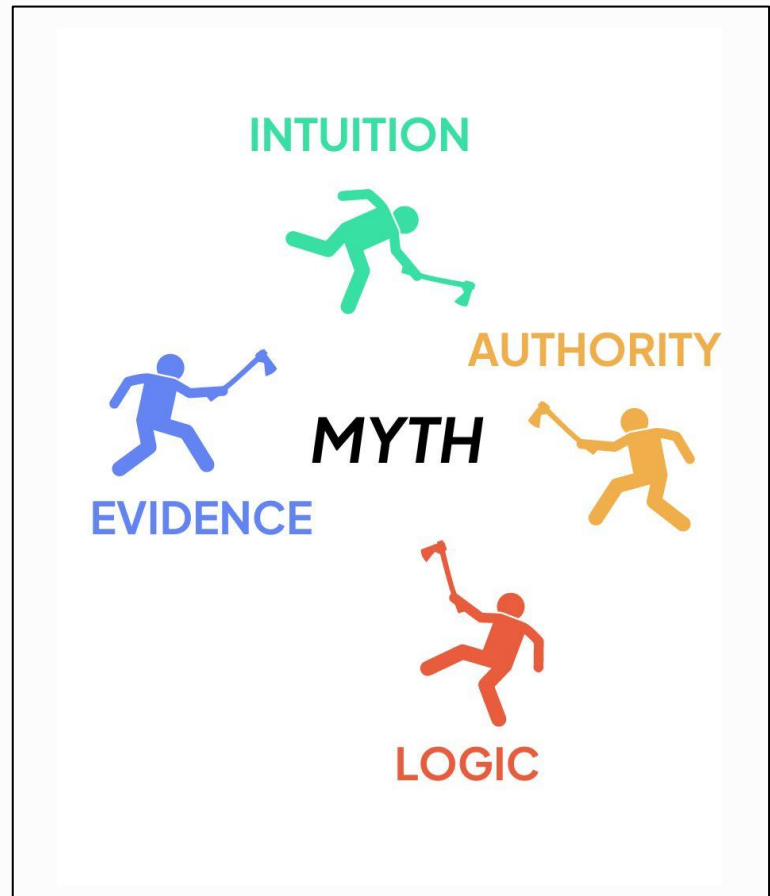
Testers

evaluate

myths

v.

facts.

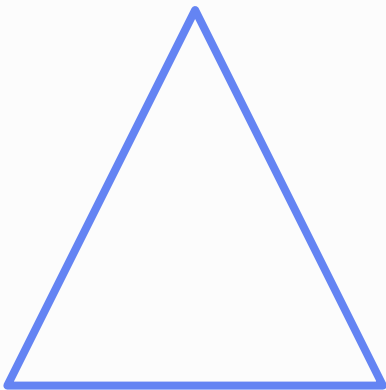


Exit Ticket – Lesson 3 (Exemplar)

Supporting Question

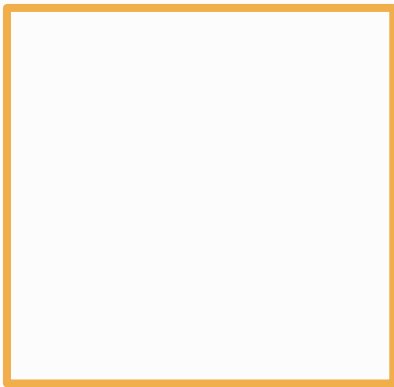
In what ways have historical narratives about Indigenous peoples before European exploration continued or changed over time?

Directions: Answer each of the questions below.



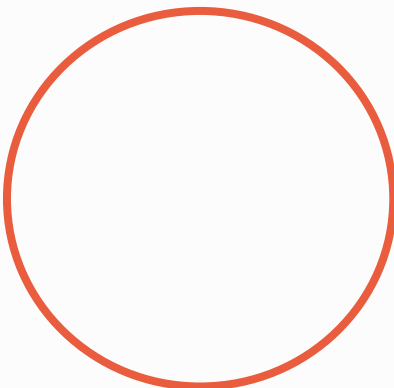
What three important ideas or facts did you learn today?

1. The definition of historiography.
2. History can change based on the context and influences of the period when it is written.
3. History books used to be more dismissive toward Indigenous peoples.



What is something that squared with or confirmed your prior knowledge?

I knew that Indigenous history is well-known. Reading the textbook accounts from the past confirmed this understanding by saying they weren't really around or were easily displaced.



What is something that is still circling in your head?

I wonder what the process is like to change the textbooks. With what I hear about book bans and people trying to exclude ethnic studies from schools, I wonder if this process will get even more challenging.

