

Unit 1: The First Americans
Exit Ticket – Lesson 1

Supporting Question

How does the study of artifacts contribute to the creation of a historical narrative?

Directions: Create a list of questions for each Depth of Knowledge (DOK) level that archaeologists should consider when they come discover an artifact.

<p>DOK 1 Questions often begin with “who, what, where, when”</p>	<p>DOK 2 Questions often begin with “why or how”</p>
<p>DOK 3 Questions often begin with “should, could, would, do you think” followed by a specific historical event or person.</p>	<p>DOK 4 Questions often begin with “should, could, would, do you think” followed by a big idea</p>

Unit 1: The First Americans

Exit Ticket - Lesson 4

Supporting Question

In what ways did tribes from various regions of North America exhibit similarities and differences in their cultures, traditions, and ways of life?

Directions: Answer each of the questions below based on the information learned in the mythbusters activity. Then, mingle with classmates to add to your answers. Be specific!

The Environment

1. How did Indigenous societies adapt to and shape the land and climate?
2. What specific technological or scientific advancements can be attributed to Indigenous peoples in this period?

Governance

1. How did Indigenous peoples govern and structure their societies?
2. How did Indigenous peoples promote peace and protect their communities through warfare?

Culture

1. What spiritual beliefs and practices commonly existed among Indigenous peoples?
2. How did Indigenous societies view gender roles and identity?

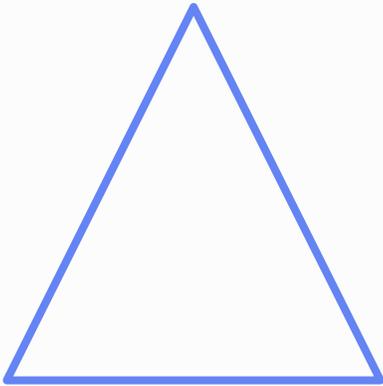


Unit 1: The First Americans
Exit Ticket – Lesson 6

Supporting Question

How does the underrepresentation of Indigenous peoples in children’s literature perpetuate inequity and social injustice?

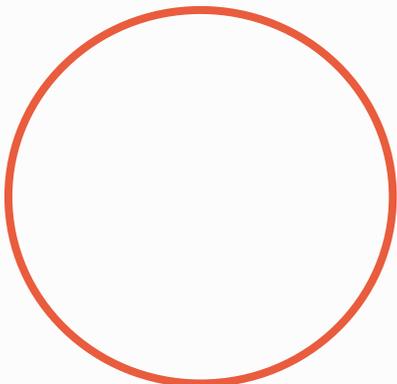
Directions: Answer each of the questions below.



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 1: The First Americans
Exit Ticket – Lesson 7

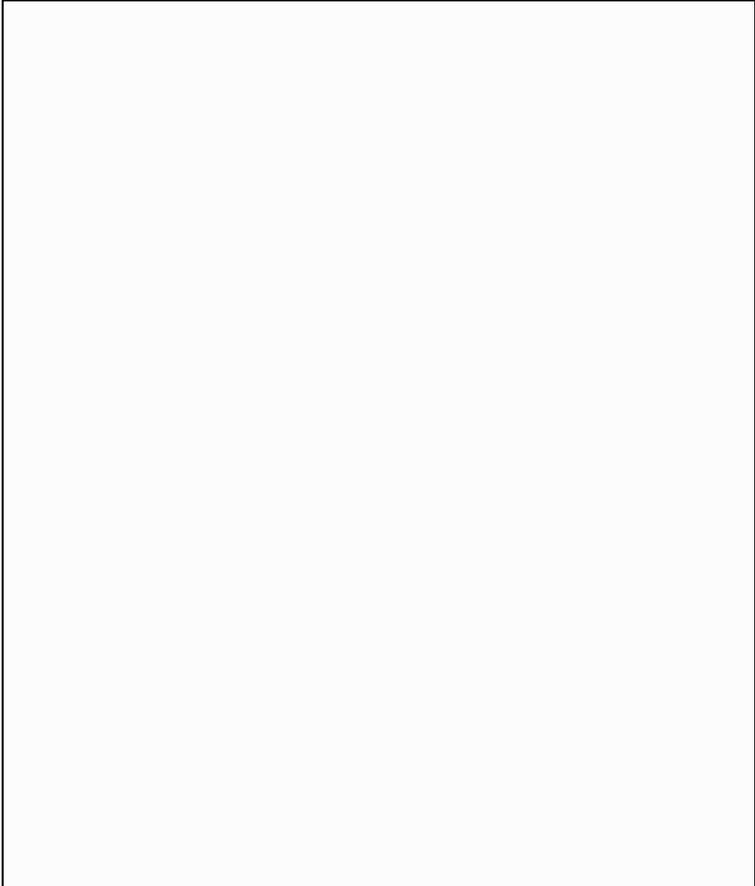
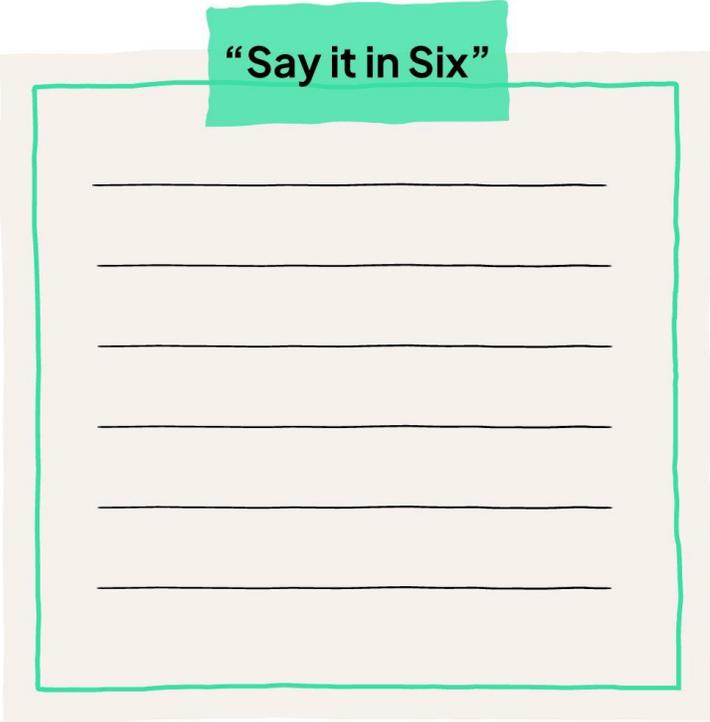
Supporting Question

How does the portrayal of Indigenous people in historical and contemporary media influence attitudes towards Indigenous cultures and issues?

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”



Exit Ticket – Lesson 1 (Exemplar)

Supporting Question

How does the study of artifacts contribute to the creation of a historical narrative?

Directions: Create a list of questions for each Depth of Knowledge (DOK) level that archaeologists should consider when they come discover an artifact.

<p style="text-align: center;">DOK 1</p> <p style="text-align: center;">Questions often begin with “who, what, where, when”</p> <p>Who decides which artifacts are important?</p> <p>Where are artifacts stored once they are found?</p>	<p style="text-align: center;">DOK 2</p> <p style="text-align: center;">Questions often begin with “why or how”</p> <p>Why might historians interpret artifacts differently?</p> <p>How do historians determine the date of an artifact?</p>
<p style="text-align: center;">DOK 3</p> <p style="text-align: center;">Questions often begin with “should, could, would, do you think” followed by a specific historical event or person.</p> <p>Should historians prioritize artifacts or written records when writing about the past?</p> <p>Should artifacts from Indigenous peoples or written records from European explorers be considered more important?</p>	<p style="text-align: center;">DOK 4</p> <p style="text-align: center;">Questions often begin with “should, could, would, do you think” followed by a big idea</p> <p>Could the discovery of new artifacts change the historical narrative?</p> <p>Do you think artifacts lead to a more inclusive historical narrative?</p>

Unit 1: The First Americans

Exit Ticket - Lesson 4 (Exemplar)

Supporting Question

In what ways did tribes from various regions of North America exhibit similarities and differences in their cultures, traditions, and ways of life?

Directions: Answer each of the questions below based on the information learned in the mythbusters activity. Then, mingle with classmates to add to your answers. Be specific!

The Environment

1. How did Indigenous societies adapt to and shape the land and climate?
In the Southwest, the Pueblo people developed irrigation systems to cultivate crops like maize in arid conditions. Many groups used water management techniques and controlled burns. In Cahokia, they created mounds for cultural ceremonies and burial grounds.
2. What specific technological or scientific advancements can be attributed to Indigenous peoples in this period?
The Maya had significant contributions to math and science with the development of the calendar. The Three Sisters Farming technique enhanced productivity.

Governance

1. How did Indigenous peoples govern and structure their societies?
Some groups had formal alliances, such as the Iroquois Confederacy. There were also established trade networks to maintain communication across long distances. Often councils and chiefs provided leadership and made decisions through consensus. Societies were often organized with kinship systems.
2. How did Indigenous peoples promote peace and protect their communities through warfare?
Alliances, like the Iroquois Confederacy, and formal agreements like the Great Law of Peace, helped promote peace. Many tribes sought to protect their resources through fortifications and engaged in limited warfare to achieve specific objectives.

Culture

1. What spiritual beliefs and practices commonly existed among Indigenous peoples?
Many tribes practiced animism and a spiritual worldview. They had a deep respect for nature and a sense of interconnectedness. Many ceremonies, rituals, and stories emphasize the spiritual world.
2. How did Indigenous societies view gender roles and identity?
Roles were often determined by practical needs. Men and women's roles were complementary and flexible. Both men and women could hunt, farm, and provide leadership. Some societies, like the Hopi were matrilineal. Many Indigenous cultures recognized and celebrated Two-Spirit people as having special roles within the community. Gender fluidity was commonly acknowledged.

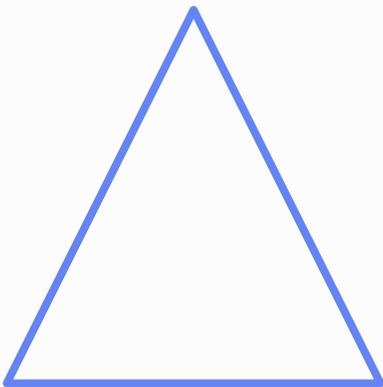


Exit Ticket - Lesson 6 (Exemplar)

Supporting Question

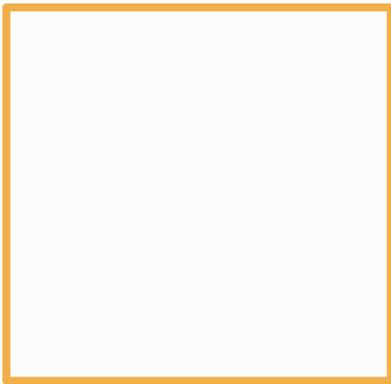
How does the underrepresentation of Indigenous peoples in children's literature perpetuate inequity and social injustice?

Directions: Answer each of the questions below.



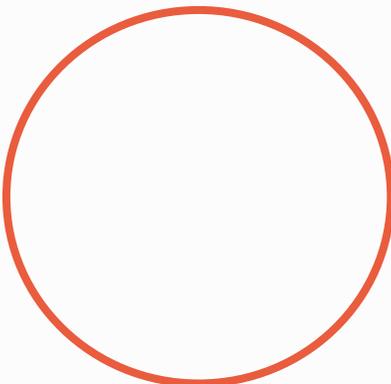
What three important ideas or facts did you learn today?

1. **Native Americans are severely underrepresented in children's literature.**
2. **Underrepresentation can negatively impact self-esteem.**
3. **Talking animals outnumber Native peoples in children's books.**



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

The idea that representation matters in media and literature aligns with what I already knew. I've seen and heard discussions about racial and gender representation in other media, like with movies and TV shows, like Black Panther.



What is something that is still circling in your head?

I wonder what actions could be taken to effectively increase the representation of Indigenous peoples in children's literature. What improvements have been made in the last couple of years?

Exit Ticket - Lesson 7 (Exemplar)

Supporting Question

How does the portrayal of Indigenous people in historical and contemporary media influence attitudes towards Indigenous cultures and issues?

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"

Stereotypes,

Myths,

Exclusion;

Results

in

racism!

