

Unit 2: Exploration & Colonization

Exit Ticket – Lesson 2

Supporting Question

In what ways did trade networks lay the groundwork for increased interconnectedness?

Directions: Answer each of the questions below based on the information learned in the lesson. Be specific!

Your Trade Network: _____

1. What evidence demonstrates historical significance of the trade network you investigated?

Structured Peer Discussion

1. Provide an example from the structured peer discussion where a classmate effectively used evidence to explain the historical significance of a trade network.

Global Trade Network Historical Significance

1. Considering the five global trade networks from the lesson (Inkan Road, Mississippi River, Trans-Saharan, Sea Route to India, & the Silk Road), which is the most historically significant? Why? Provide evidence.



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Exit Ticket – Lesson 4

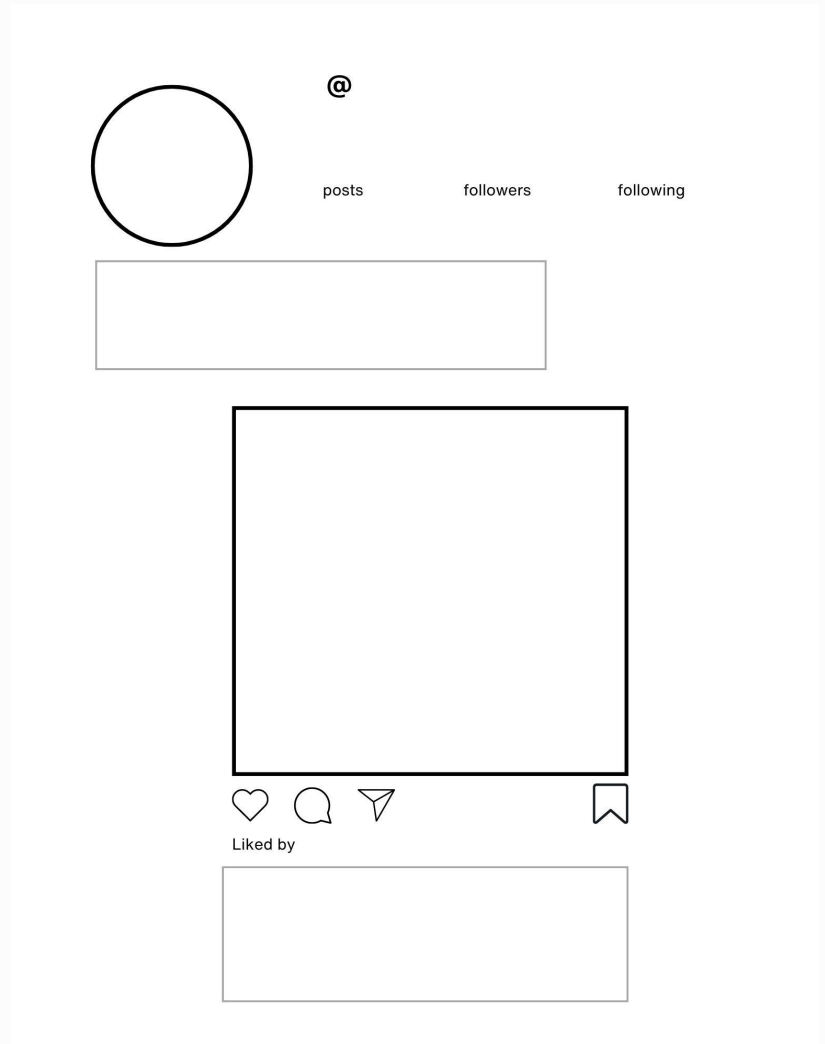
Supporting Question

Why is understanding the perspectives of Europeans and Indigenous Americans about early contact difficult?

Directions: Use the template below to create a “Historygram” social media profile for a European explorer who was part of Columbus’s first voyage. Then, design a “Historygram” social media post about their experience upon arriving in Hispaniola.

Note:

When engaging in “perspective-taking,” it is essential to understand that it is not possible to fully embody the point of view of any other person. However, similar to the way authors write historical fiction, we can draw evidence-based conclusions and make informed inferences about how people in the past may have thought or felt. By carefully analyzing sources, considering historical context, and recognizing our own “personal context,” we can develop an empathetic understanding while acknowledging the limitations of our knowledge.



A template for a social media profile and post. The profile section includes a circular profile picture placeholder, an '@' symbol for a username, and three statistics: 'posts', 'followers', and 'following'. Below the profile picture is a rectangular placeholder for a bio. The post section features a large square placeholder for the main content of the post. At the bottom of the post are four icons: a heart for 'likes', a speech bubble for 'comments', a paper plane for 'shares', and a bookmark for 'saves'. Below these icons is a rectangular placeholder for a list of users who liked the post, starting with the text 'Liked by'.

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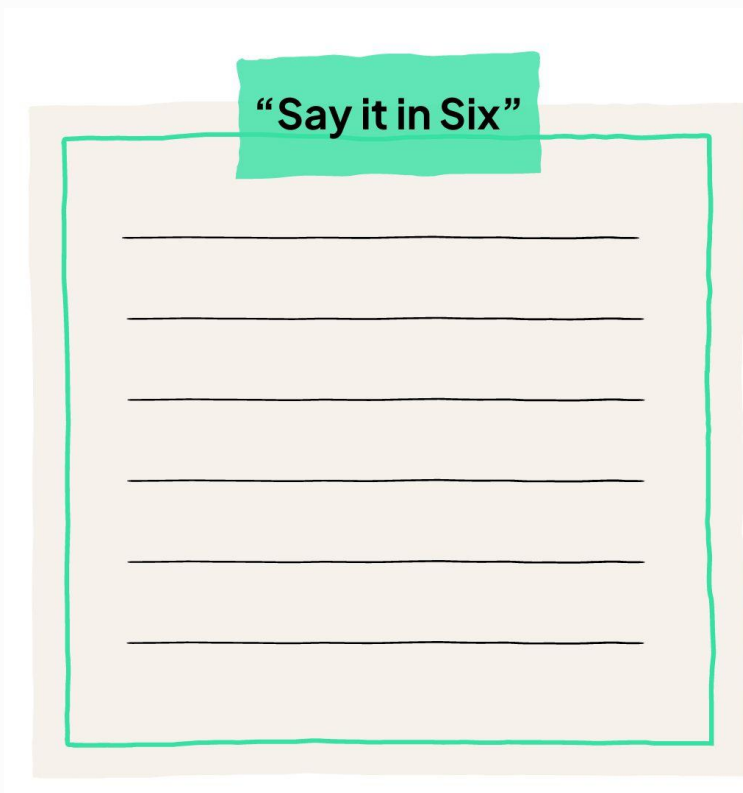
Exit Ticket – Lesson 9

Supporting Question

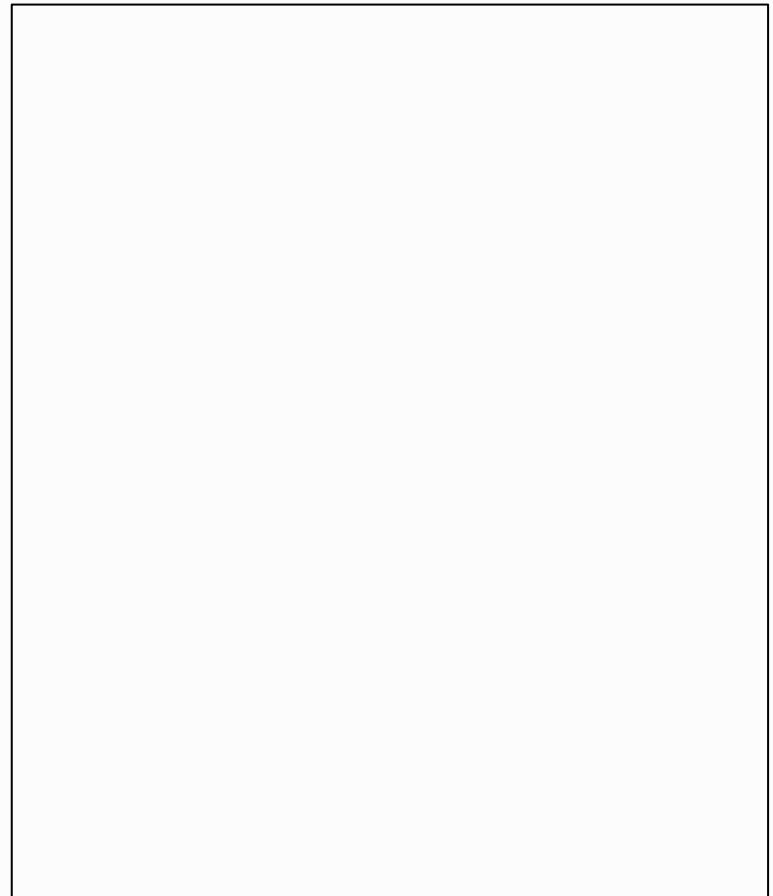
How do various sources tell about the lives of people and places that participated in the Transatlantic Slave Trade?

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"



Unit 2: Exploration & Colonization

Exit Ticket – Lesson 2 (Exemplar)

Supporting Question

In what ways did trade networks lay the groundwork for increased interconnectedness?

Directions: Answer each of the questions below based on the information learned in the lesson. Be specific!

Your Trade Network: _____

1. What evidence demonstrates historical significance of the trade network you investigated?

Answers will vary, but should include a specific reference to one of the sources in their set.

Structured Peer Discussion

1. Provide an example from the structured peer discussion where a classmate effectively used evidence to explain the historical significance of a trade network.

Answers will vary but should include a particular student, trade network, and evidence used to support their claim of significance.

Global Trade Network Historical Significance

1. Considering the five global trade networks from the lesson (Inkan Road, Mississippi River, Trans-Saharan, Sea Route to India, & the Silk Road), which is the most historically significant? Why? Provide evidence.

Answers will vary, but should include specific evidence to support their claim as well as make a comparison as to why it is more significant than the other trade networks.



Unit 2: Exploration & Colonization

Exit Ticket – Lesson 4

Supporting Question

Why is understanding the perspectives of Europeans and Indigenous Americans about early contact difficult?

Directions: Imagine if social media existed at the time of the early encounters. Use the template below to create a “Historygram” social media profile for a European explorer who was part of Columbus’s first voyage. Then, design a “Historygram” social media post about their experience upon arriving in Hispaniola. (Modern language is acceptable!)

Note:

When engaging in “perspective-taking,” it is essential to understand that it is not possible to fully embody the point of view of any other person. However, similar to the way authors write historical fiction, we can draw evidence-based conclusions and make informed inferences about how people in the past may have thought or felt. By carefully analyzing sources, considering historical context, and recognizing our own “personal context,” we can develop an empathetic understanding while acknowledging the limitations of our knowledge.



@VoyagesWithValdés

1492
posts

92K
followers

14
following

Alonso Valdés

🌐 Spanish explorer

🚢 Discovering the unknown, one voyage at a time

👑 Long live the King!

Follow for epic journeys and tales from the high seas!



Liked by queenisabellaofficial, piratepete, and others

VoyagesWithValdés Guess who's back?! After weeks at sea, I've finally made it to land and found this little guy! Stay tuned for more exciting updates, but first I gotta find something besides hard biscuits!

#explorerlife #voyagesaandviews #mutinyavoided

October 12, 1492



Unit 2: Exploration & Colonization

Exit Ticket – Lesson 9

Supporting Question

How do various sources tell about the lives of people and places that participated in the Transatlantic Slave Trade?

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”

Horrific

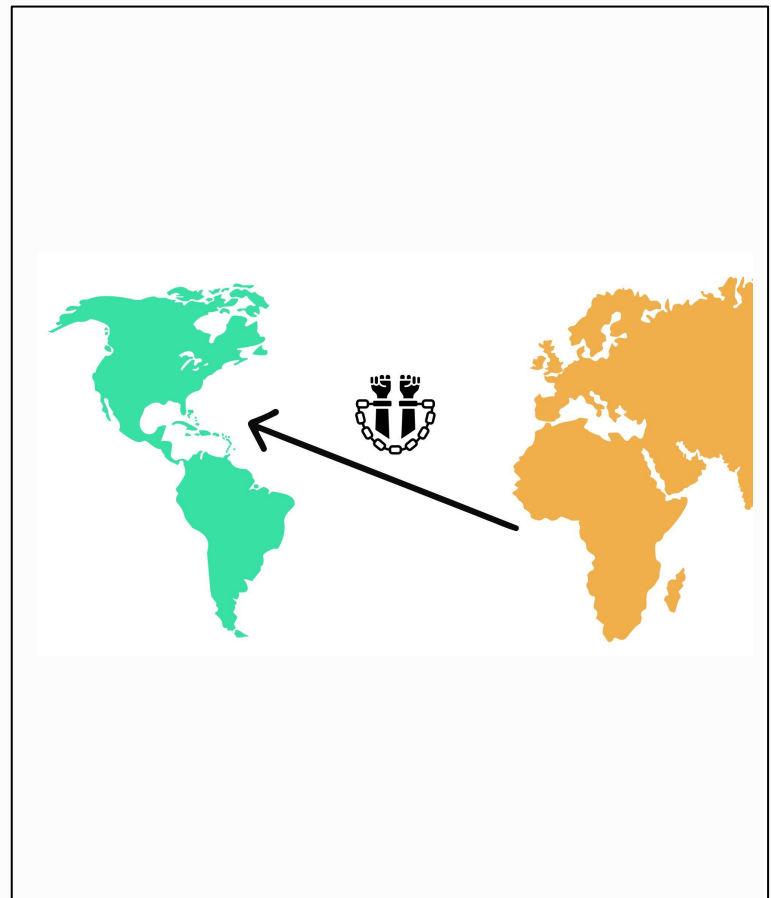
Middle

Passage;

“Process

of

unmaking”



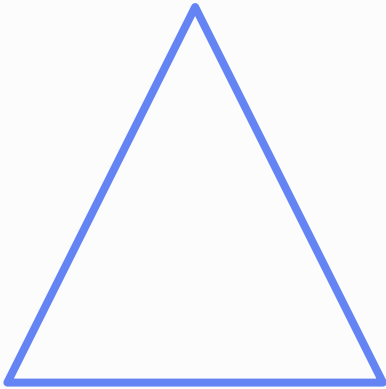
Unit 1: The First Americans

Exit Ticket – Lesson 6

Supporting Question

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

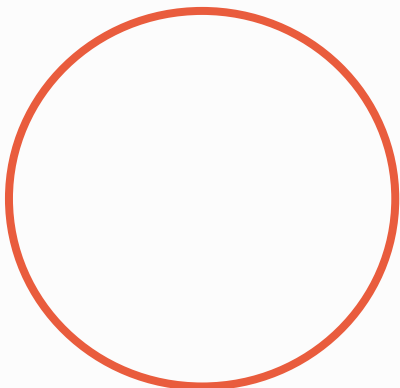
Directions: Answer each of the questions below.



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?

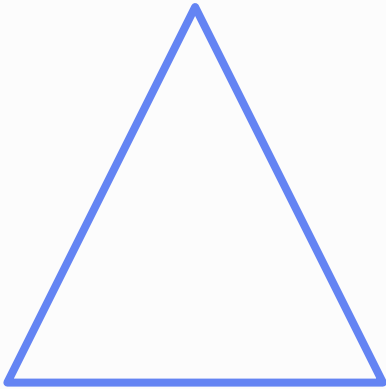


Exit Ticket – Lesson 6 (Exemplar)

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.



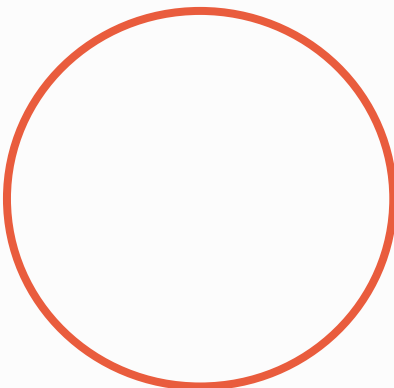
What three important ideas or facts did you learn today?

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?

