

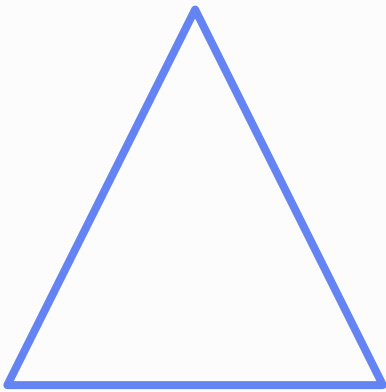
Exit Ticket – Lesson 3

Name: _____ Date: _____ Class: _____

Supporting Question

How did land disputes and differing views of settlement influence Indigenous-Colonist dynamics?

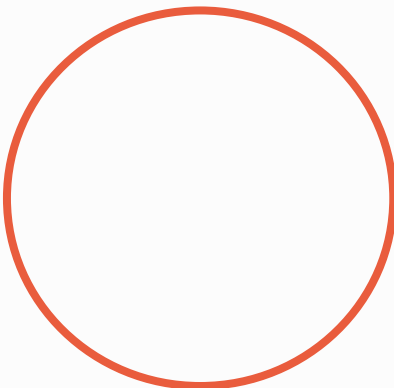
Directions: Answer each of the questions below.



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 5

Name: _____ Date: _____ Class: _____

Supporting Question

Why was the Middle Passage historically significant?

Directions: Using both the interactive and three text sources, answer this lesson's supporting question with a CER format (Claim, Evidence, Reasoning).

Exit Ticket – Lesson 6

Name: _____ Date: _____ Class: _____

Supporting Question

How did the construct of race, specifically the concepts of 'whiteness' and 'blackness,' form in early colonial America?

Directions: Develop one question about the Virginia Laws on slavery for each Depth of Knowledge (DOK) level. You should also consider the Katharine Gerbner interview in your developed questions.

DOK 1 Explicit to the Text	DOK 2 Implicit to the Text
DOK 3 Abstract and related to the Text	DOK 4 Abstract and not related to the text

Switch DOK questions with a partner. Answer their DOK 3 question using CER.



Exit Ticket – Lesson 8

Name: _____ Date: _____ Class: _____

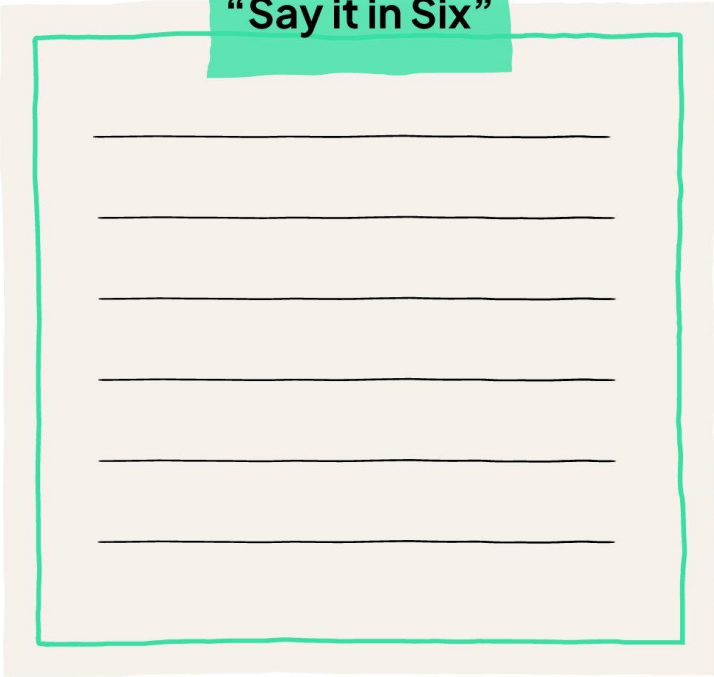
Supporting Question

How do portraits reflect different perspectives and identities in the British North American colonies?

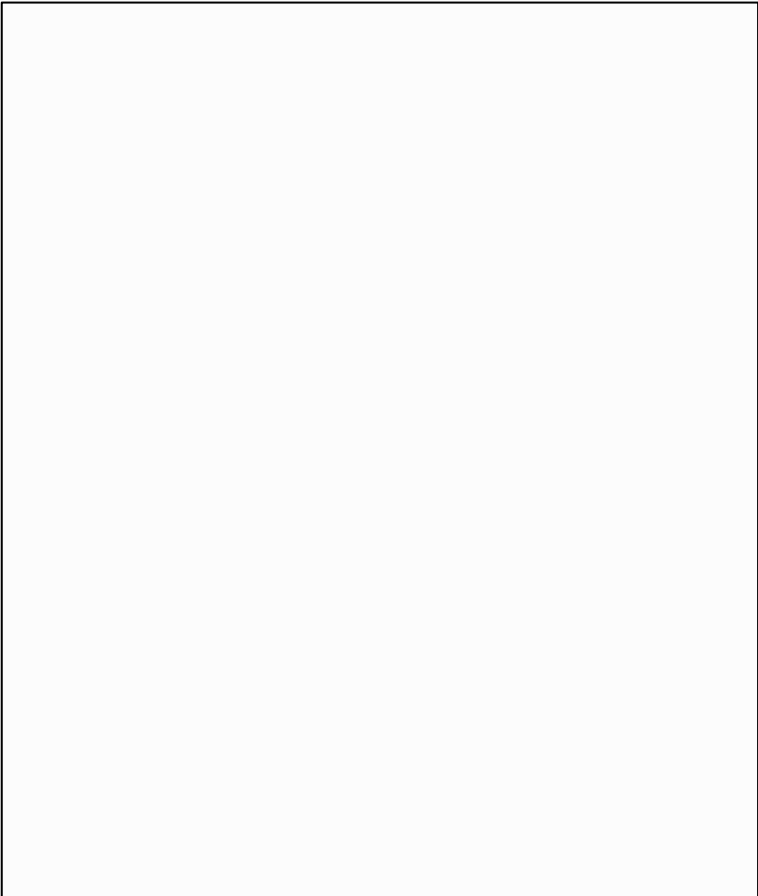
Directions: Using a combination of writing and drawing, demonstrate the main idea of today's lesson. However, for your written component, you must "Say-it-in-Six!" You can use six words (no more, no less), but it does not have to be grammatically correct.

Drawing

"Say it in Six"



A graphic of a notepad with a green header and six horizontal lines for writing.



A large empty rectangular box for drawing.



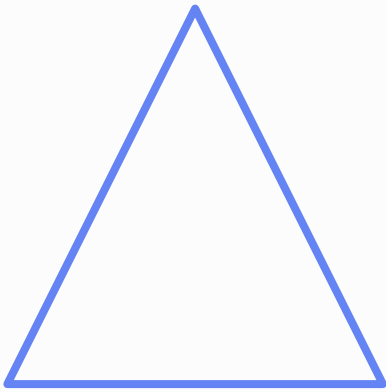
Exit Ticket – Lesson 3 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did land disputes and differing views of settlement influence Indigenous-Colonist dynamics?

Directions: Answer each of the questions below.



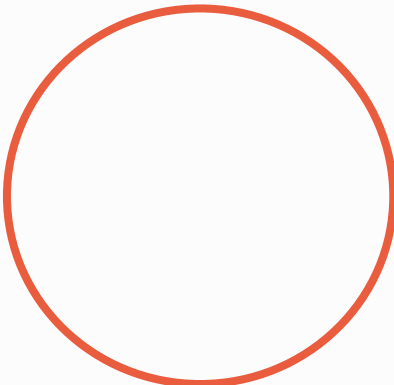
What three important ideas or facts did you learn today?

- The term *settler* is often used only for Europeans, but this is limited, problematic use of the word.
- Europeans saw the land as a "wilderness," but Indigenous nations had lived there for thousands of years and already managed and cultivated it.
- Indigenous resistance took many forms, not just war, but also trade negotiations, diplomacy, and cultural preservation.



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

I already knew that European colonization led to conflicts over land with Indigenous peoples



What is something that is still circling in your head?

I'm still wondering how different Indigenous nations viewed Europeans when they first arrived. Did some see them as allies at first, or was there always tension?

Exit Ticket – Lesson 5 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

Why was the Middle Passage historically significant?

Directions: Using both the interactive and three text sources, answer this lesson's supporting question with a CER format (Claim, Evidence, Reasoning).

The Middle Passage was historically significant because it was a central component of the transatlantic slave trade, forcibly transporting approximately 12.5 million Africans to the Americas and shaping the economic, social, and racial structures of the modern world. Olaudah Equiano's firsthand account reveals the brutality of this journey, describing how, upon boarding the ship, he saw "a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow." The horrific conditions, including the "loathsomness of the stench" below deck, led him to wish for death, but those who refused to eat were brutally beaten, as Equiano recalls, "one of them held me fast by the hands, and laid me across, I think, the windlass, and tied my feet, while the other flogged me severely." His experience reflects the suffering endured by millions of Africans like Aminata Diallo in *Someone Knows My Name*, illustrating the sheer magnitude and inhumanity of the Middle Passage. While the conditions on the Middle Passage were horrific, it did not stop Africans from taking agency over their fate. There were many rebellions, such as on the *Thames* ship. This forced migration not only devastated African communities but also fueled the economic growth of European colonies, entrenching racial hierarchies and shaping the Atlantic world for centuries.

Exit Ticket – Lesson 6 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did the construct of race, specifically the concepts of 'whiteness' and 'blackness,' form in early colonial America?

Directions: Develop one question about the Virginia Laws on slavery for each Depth of Knowledge (DOK) level. You should also consider the Katharine Gerbner interview in your developed questions.

DOK 1 Explicit to the Text Based on the 1662 law, whose bloodline did one's condition of servitude follow?	DOK 2 Implicit to the Text How do both laws demonstrate a codification of race?
DOK 3 Abstract and related to the Text Would Christianity spread more in Virginia after the passage of the 1667 law? Explain.	DOK 4 Abstract and not related to the text How can laws be used as tools of oppression?

Switch DOK questions with a partner. Answer their DOK 3 question using CER.

Christianity would likely spread more in Virginia after the passage of the 1667 law. Before 1667, some enslaved Africans may have been denied baptism due to the belief that conversion could grant them freedom. The new law stated that baptism did not alter a person's enslaved status. By eliminating the legal concern that Christianity could lead to emancipation, the 1667 law made it easier for enslavers to allow or even encourage religious instruction among enslaved people. This aligns with broader efforts in the 18th century to use Christianity as a means of social control, teaching enslaved individuals obedience and reinforcing their subjugation. Thus, while the law removed a potential barrier to conversion, it did so within a system designed to uphold slavery rather than challenge it.



Exit Ticket – Lesson 8 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How do portraits reflect different perspectives and identities in the British North American colonies?

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"

Portraits

tell

stories.

But

not

all.

