

Exit Ticket – Lesson 1

Name: _____ Date: _____ Class: _____

Supporting Question

How did colonists' identity as British define the years directly preceding the American Revolution?

Directions: Develop one question about the reading on Anglicization for each Depth of Knowledge (DOK) level. Your DOK 3 and 4 questions can be prediction questions related to the coming American Revolution.

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 2

Name: _____ Date: _____ Class: _____

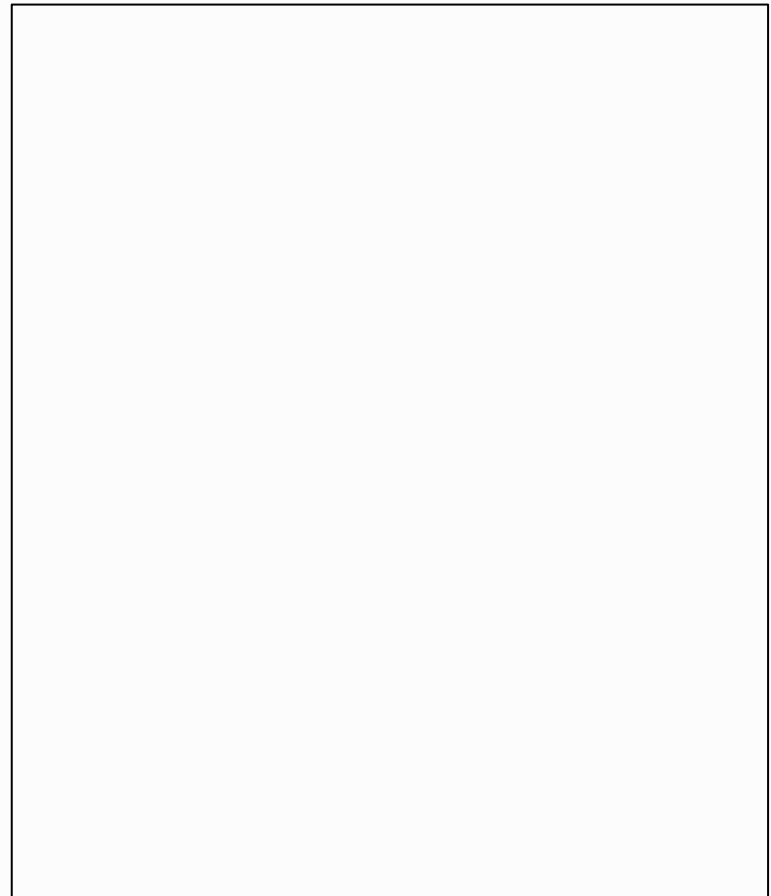
Supporting Question

In what ways did global events and British policies create growing tensions with the American colonists?

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 4: The American Revolution (1754–1783)

Exit Ticket – Lesson 3

Name: _____ Date: _____ Class: _____

Supporting Question

How do competing perspectives of Revolutionary Era illustrate its complexity?

Directions: Write a catchy newspaper headline and a one-sentence summary explaining one perspective of the Boston Massacre.



VOL 7, NO. 4

SPECIAL EDITION

BREAKING NEWS

Headline:

Summary:

Unit 4: The American Revolution (1754–1783)

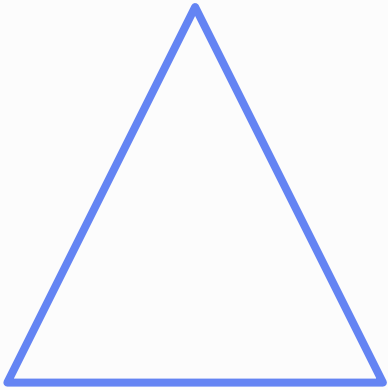
Exit Ticket – Lesson 5

Name: _____ Date: _____ Class: _____

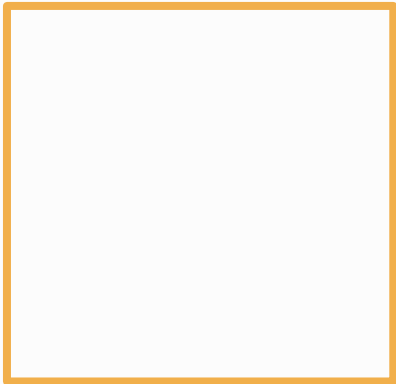
Supporting Question

How can the American Revolution be seen as a revolution of ideas?

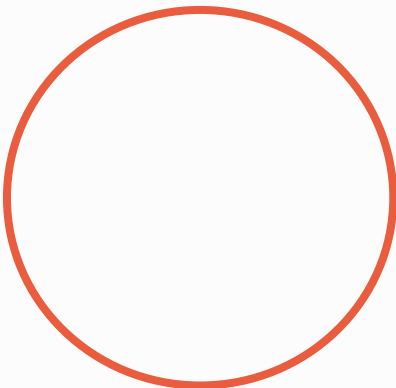
Directions: Answer each of the questions below.



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 4: The American Revolution (1754–1783)

Exit Ticket – Lesson 8

Name: _____ Date: _____ Class: _____

Supporting Question

How did disease, and George Washington's response to disease impact the Revolutionary War?

Directions: Respond to the quickwrite prompt below in 3–5 sentences.

1. Why is Washington's Inoculation Letter historically significant?

Unit 4: The American Revolution (1754–1783)

Exit Ticket – Lesson 1 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did colonists' identity as British define the years directly preceding the American Revolution?

Directions: Develop one question about the reading on Anglicization for each Depth of Knowledge (DOK) level. Your DOK 3 and 4 questions can be prediction questions related to the coming American Revolution.

DOK 1 Explicit to the Text What did colonists do to celebrate King George III's coronation in 1760?	DOK 2 Implicit to the Text Why did colonists feel a stronger connection to the king than to Parliament?
DOK 3 Abstract and related to the Text If colonists felt proud to be British, why do you think they eventually chose to separate from Britain?	DOK 4 Abstract and not related to the text Can people today feel proud of their country but still criticize or protest it? Why or why not?

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

At first, colonists were proud to be part of the British Empire and saw themselves as loyal subjects. But over time, something must have changed that made them feel less connected to Britain. As life in the colonies developed, they may have started to see themselves as different from people living in Britain. This growing sense of a separate identity might have made them question whether British rule still worked for them. Eventually, they chose to go in a new direction.



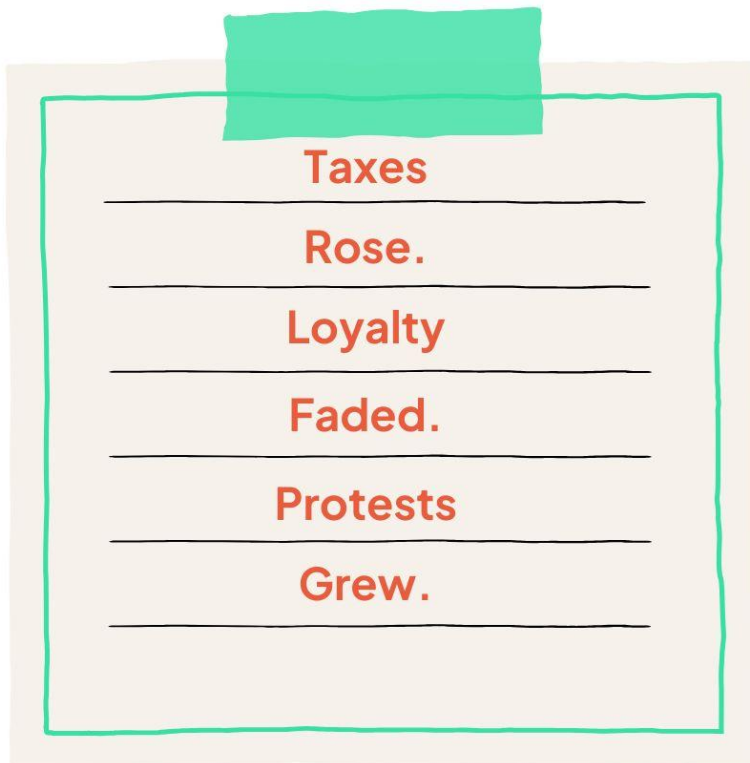
Exit Ticket – Lesson 2

Name: _____ Date: _____ Class: _____

Supporting Question

In what ways did global events and British policies create growing tensions with the American colonists?

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

Taxes

Rose.

Loyalty

Faded.

Protests

Grew.



Unit 4: The American Revolution (1754–1783)

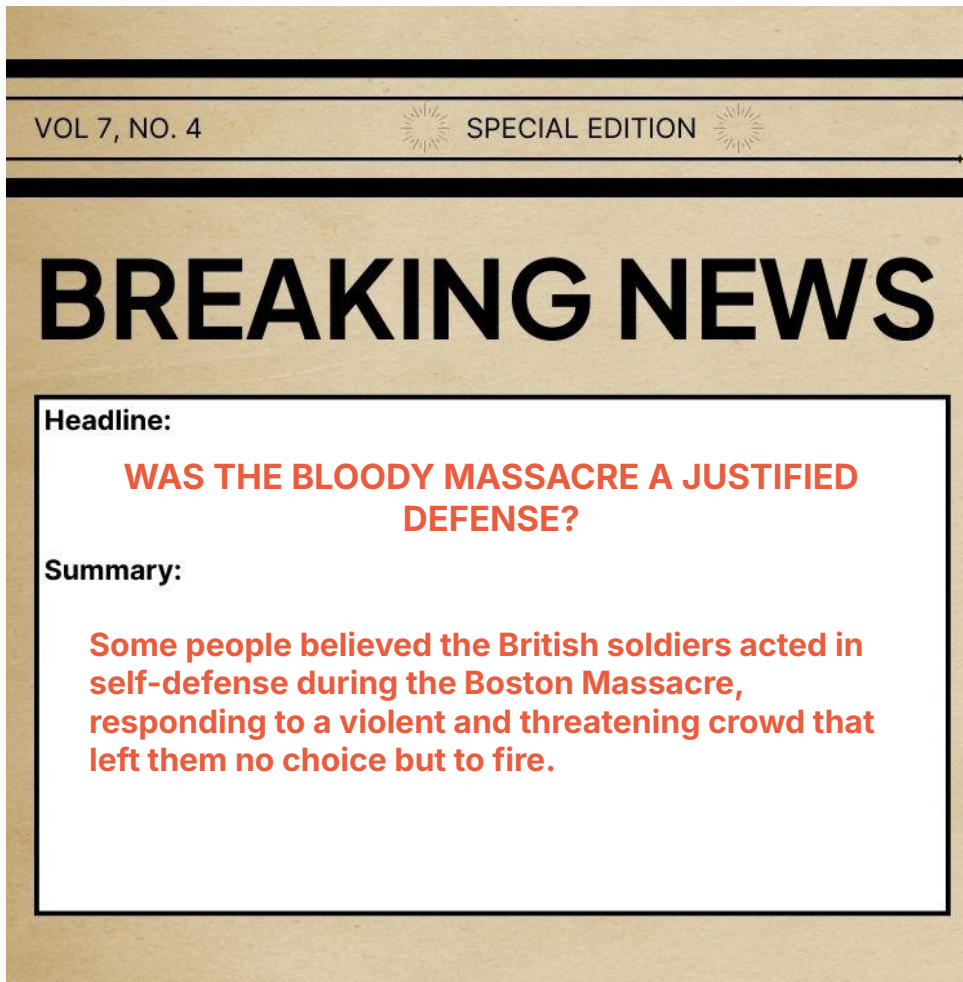
Exit Ticket – Lesson 3 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How do competing perspectives of Revolutionary Era illustrate its complexity?

Directions: Write a catchy newspaper headline and a one-sentence summary explaining one perspective of the Boston Massacre.



VOL 7, NO. 4 SPECIAL EDITION

BREAKING NEWS

Headline:

WAS THE BLOODY MASSACRE A JUSTIFIED DEFENSE?

Summary:

Some people believed the British soldiers acted in self-defense during the Boston Massacre, responding to a violent and threatening crowd that left them no choice but to fire.

Unit 4: The American Revolution (1754–1783)

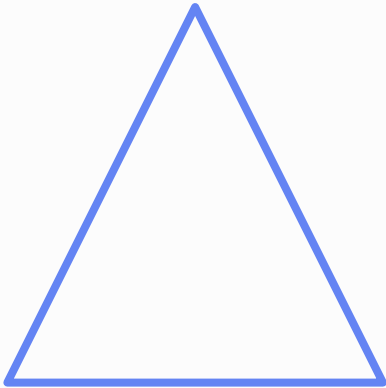
Exit Ticket – Lesson 5 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How can the American Revolution be seen as a revolution of ideas?

Directions: Answer each of the questions below.



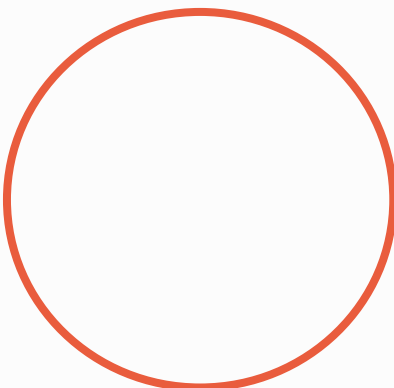
What three important ideas or facts did you learn today?

- The American Revolution wasn't just a war—it was a revolution of ideas like natural rights, liberty, and representative government.
- Enlightenment thinkers like John Locke influenced the colonists' belief that people are born with rights simply because they exist.
- Although ideals like equality were promoted, they did not apply to everyone at the time.



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

I already knew that the colonists were angry about being taxed without representation, and this lesson confirmed that they wanted a government based on the consent of the governed.



What is something that is still circling in your head?

I'm still thinking about how the ideals of the Revolution were used by other countries, like Haiti and France, and how those revolutions were different or similar to the American one.



Exit Ticket – Lesson 8 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did disease, and George Washington's response to disease impact the Revolutionary War?

Directions: Respond to the quickwrite prompt below in 3–5 sentences.

1. Why is Washington's Inoculation Letter historically significant?

Washington's Inoculation Letter is historically significant because it shows how he took action to protect his soldiers from smallpox during the Revolutionary War. At the time, smallpox was deadly and spreading fast, and more soldiers were dying from disease than from battle. By ordering mass inoculation, Washington helped keep the Continental Army strong enough to keep fighting. His decision shows how leadership in public health was just as important as military strategy in winning the war.