

Unit 7: Antebellum Reform

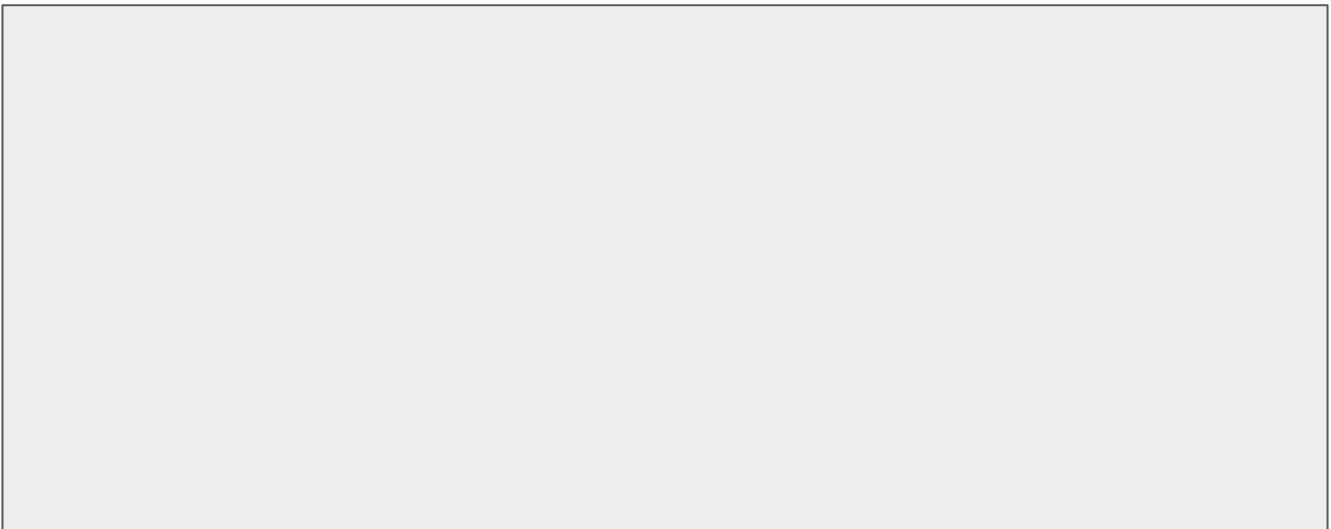
Exit Ticket – Lesson 1

Name: _____ Date: _____ Class: _____

Supporting Question

How did art in the Antebellum Era reflect both the changes happening and the hopes for the nation people wanted to build?

Directions: Go for a walk around your campus. Make a sketch below of something that reminds you of the lesson concepts. You are looking for what artists would characterize as “the sublime” in nature.



Find the most prominent elements in your image. Describe your observations about the image. Why were you attracted to this space? Then connect your image to the lesson concepts and supporting question.

Observe	Connect



Unit 7: Antebellum Reform

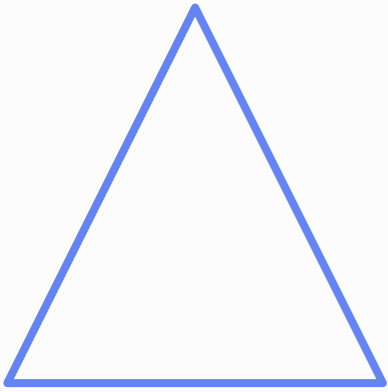
Exit Ticket – Lesson 4

Name: _____ Date: _____ Class: _____

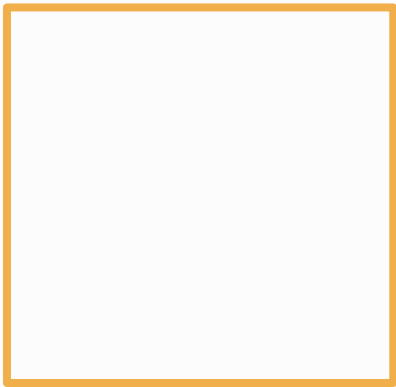
Supporting Question

How did early reformers try to improve life for workers?

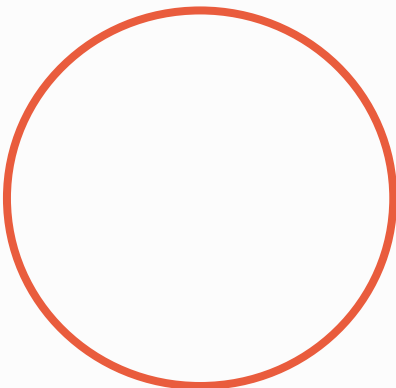
Directions: Answer each of the questions below.



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 7: Antebellum Reform

Exit Ticket – Lesson 8

Name: _____ Date: _____ Class: _____

Supporting Question

How did the beliefs, backgrounds, and experiences of abolitionists shape the way they fought against slavery?

Directions: In the upcoming class periods, you will participating in a mini-research project. In the project you will learn about a particular abolitionist. Create a list of questions for each Depth of Knowledge (DOK) level about the particular attributes and experiences you should investigate.

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



Unit 7: Antebellum Reform

Exit Ticket – Lesson 10

Name: _____ Date: _____ Class: _____

Supporting Question

How did the unique experiences and perspectives of abolitionists shape their efforts in the movement?

Directions: For the assessment, you will be participating in a group interview for specific positions within the Liberty Advocates Network organization. During the interview you will have a chance to ask questions about the job assignment and company. Create a list of questions about the expectations for the position and about the organization.

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



Exit Ticket – Lesson 1 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did art in the Antebellum Era reflect both the changes happening and the hopes for the nation people wanted to build?

Directions: Go for a walk around your campus. Make a sketch below of something that reminds you of the lesson concepts. You are looking for what artists would characterize as “the sublime” in nature.



Find the most prominent elements in your image. Describe your observations about the image. Why were you attracted to this space? Then connect your image to the lesson concepts and supporting question.

Observe	Connect
The bright sunshine and the vivid green grass contrasted against a cloudless sky. I love this little water feature on our campus because of all of the lush water grasses growing alongside.	The Hudson River School artists celebrated the beauty and greatness of the American landscape, inspiring people to see nature as something powerful, spiritual, and worth protecting. Their paintings helped shape how Americans thought about their land and their national identity.

Unit 7: Antebellum Reform

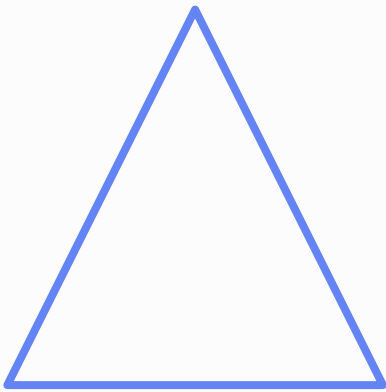
Exit Ticket – Lesson 4

Name: _____ Date: _____ Class: _____

Supporting Question

How did early reformers try to improve life for workers?

Directions: Answer each of the questions below.



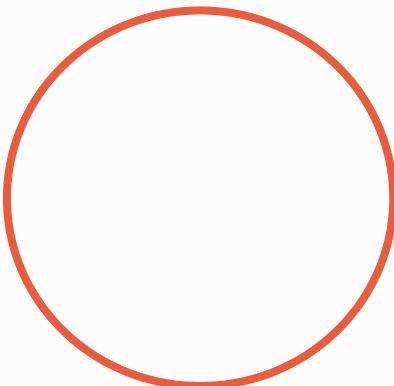
What three important ideas or facts did you learn today?

- Some mill girls, like Harriet Hanson Robinson, led or joined strikes to protest working conditions.
- Early labor protests often used patriotic language to demand fairness.
- Workers could be arrested or punished just for trying to organize, like in the Cordwainers Trial of 1806.



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

I already knew that factory workers had long hours and tough conditions, and today's sources confirmed that their schedules were strict and exhausting.



What is something that is still circling in your head?

I'm still wondering how people reacted at the time—did the public support these early workers, or did most people think they were wrong to strike?

Exit Ticket – Lesson 8 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did the beliefs, backgrounds, and experiences of abolitionists shape the way they fought against slavery?

Directions: In the upcoming class periods, you will participate in a mini-research project. In the project you will learn about a particular abolitionist. Create a list of questions for each Depth of Knowledge (DOK) level about the particular attributes and experiences you should investigate.

DOK 1 Questions often begin with “who, what, where, when” • When were they born? • Where were they born? • What is their race? • What was their gender? • What are key events from their life that influenced their beliefs? • Were they religious?	DOK 2 Questions often begin with “why or how” • How did their background or personal experiences shape their views on slavery? • How did they fight against slavery? • How did events in their life shape their beliefs? • How did they impact the broader abolition movement?
DOK 3 Questions often begin with “should, could, would, do you think” followed by a specific historical event or person. • Could their career have looked different if they didn’t experience certain things? • Do you think their impact is historically significant? • Could abolitionists have had a more effective approach to end slavery?	DOK 4 Questions often begin with “should, could, would, do you think” followed by a big idea • Can individuals make a meaningful impact on corrupt systems? • Do you think humans are shaped by their experiences?



Exit Ticket – Lesson 10 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did the unique experiences and perspectives of abolitionists shape their efforts in the movement?

Directions: For the assessment, you will be participating in a group interview for specific positions within the Liberty Advocates Network organization. During the interview you will have a chance to ask questions about the job assignment and company. Create a list of questions about the expectations for the position and about the organization.

DOK 1 Questions often begin with “who, what, where, when” • What is the mission of Liberty Advocates Network? • What projects is the organization currently working on? • Can you describe the work culture of the company? • What current relationships do you have with government officials?	DOK 2 Questions often begin with “why or how” • How do you maintain connections with current donors? • How will you ensure the safety and security of volunteers and enslaved persons? • How does the organization measure success? • How has this organization been successful in the past?
DOK 3 Questions often begin with “should, could, would, do you think” followed by a specific historical event or person • Can the the organization make a realistic impact on the abolition of slavery? • Should particular positions at the organization be prioritized? • Do you think there is a “most important” role at the organization?	DOK 4 Questions often begin with “should, could, would, do you think” followed by a big idea • Should organizations with different methods partner with each other? • Can the abolition of slavery realistically be achieved?

