

Unit 1: Foundational Methodology

Exit Ticket – Lesson 1

Name: _____ Date: _____ Class: _____

Supporting Question

What can we know about the past when the evidence is incomplete?

Directions: Write six things that could be or are in your wallet. Then answer the questions that follow.

“What’s in Your Wallet?”

1.	2.	3.
a. Why is this included? b. What might people assume about you based on this artifact?	a. Why is this included? b. What might people assume about you based on this artifact?	a. Why is this included? b. What might people assume about you based on this artifact?
4.	5.	6.
a. Why is this included? b. What might people assume about you based on this artifact?	a. Why is this included? b. What might people assume about you based on this artifact?	a. Why is this included? b. What might people assume about you based on this artifact?



Unit 1: Foundational Methodology

Exit Ticket – Lesson 3

Name: _____ Date: _____ Class: _____

Supporting Question

How do we know what we know about the past?

Directions: Below is a list a ways that historians can exercise epistemological humility when studying history. On the right, rank the list in order from “most essential” to “least essential” based on your own understanding. Then, provide a rationale for your #1 choice.

- | | |
|--|-----|
| 1. Be guided by the evidence | 1. |
| 2. Acknowledge missing evidence | 2. |
| 3. Question source reliability | 3. |
| 4. Recognize author perspective | 4. |
| 5. Stay open to revision | 5. |
| 6. Use multiple sources + perspectives | 6. |
| 7. View things in their own context | 7. |
| 8. Reflect on personal assumptions | 8. |
| 9. Avoid absolute claims | 9. |
| 10. Frame history as interpretation | 10. |

Rationale:



Unit 1: Foundational Methodology

Exit Ticket – Lesson 4

Name: _____ Date: _____ Class: _____

Supporting Question

Why should historians understand the past on its own terms?

Source: Marc Bloch, *The Historian's Craft*, 1953.

Note: Marc Bloch was a Jewish French Historian who joined the resistance against Nazi Germany. He wrote this entire book in his prison cell after his capture, but was executed it was finished. The book was published posthumously (after his death).

There are two ways of being impartial: that of the scholar and that of the judge. They have a common root in their honest submission to the truth... However, there comes a moment when their paths divide. When the scholar has observed and explained, his task is finished. It yet remains for the judge to pass sentence...

Are we so sure of ourselves and of our age as to divide the company of our forefathers into the just and the damned? How absurd it is, by elevating the entirely relative criteria of one individual, one party, or one generation to the absolute...When the passions of the past blend with the prejudices of the present, human reality is reduced to a picture in black and white...

When all is said and done, a single word, "understanding," is the beacon light of our studies. Let us not say that the true historian is a stranger to emotion: he has that, at all events. "Understanding," in all honesty, is a word pregnant with difficulties, but also with hope. Moreover, it is a friendly word....

The judge expresses it as: "Who is right, and who is wrong?" The scholar is content to ask: "Why?" and he accepts the fact that the answer may not be simple.

Questions:

1. What similarities and differences does Bloch acknowledge between scholar and judge?
2. Why does Bloch caution against historian's judging the past? According to him, what is the goal of the historian?
3. Based on this reading and the lesson, why does historical empathy matter?



Unit 1: Foundational Methodology
Exit Ticket – Lesson 5

Name: _____ Date: _____ Class: _____

Supporting Question*How can maps shape the way we understand the world?***Evaluating Perspective**

Thinking historically means considering how one's personhood has influenced their perspective. It also means recognizing how diverse viewpoints and experiences shape the understanding of historical events. This allows students of history to cultivate empathy for the people of the past that are studied.

Directions: In the space below, draw a simple symbolic or abstract “map” that reflects something meaningful to you. This could be a map of community, of home, of identity, etc. Be creative! Then, provide explanation and rationale for your choices.

1. With the concept “maps as arguments” as a guide, provide rationale for the map above and the argument it is making.



Unit 1: Foundational Methodology

Exit Ticket – Lesson 7

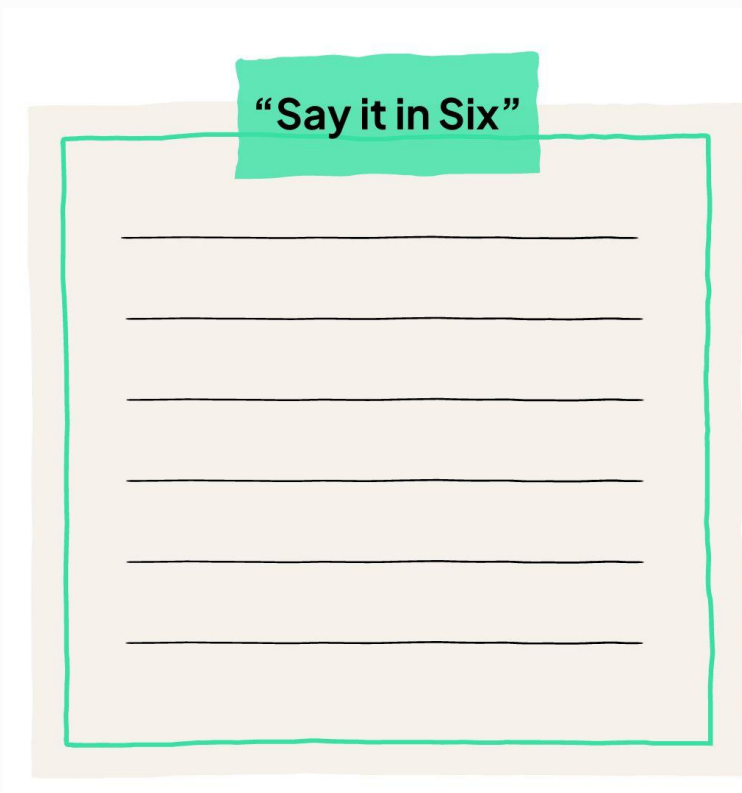
Name: _____ Date: _____ Class: _____

Supporting Question

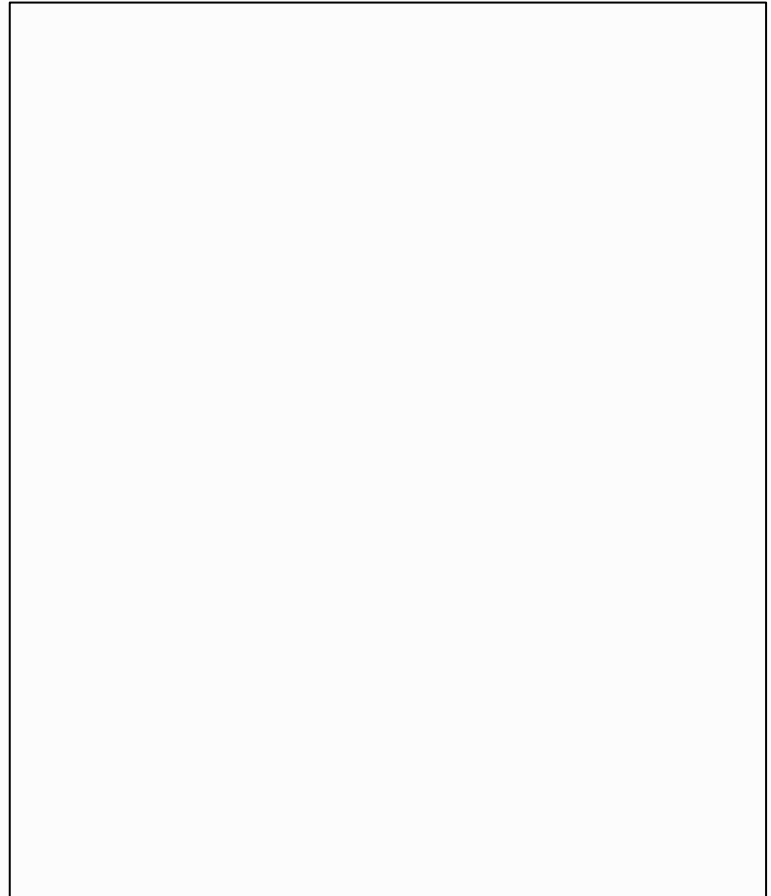
How do timelines shape historical understanding?

Directions: Using a combination of writing and drawing, summarize your learnings from today's lesson on chronology and timelines. For the 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 1: Foundational Methodology

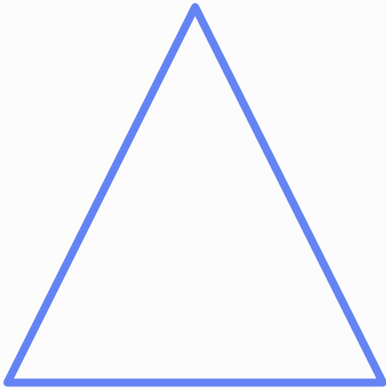
Exit Ticket – Lesson 8

Name: _____ Date: _____ Class: _____

Supporting Question

How does the way history is written reflect the time in which it was written?

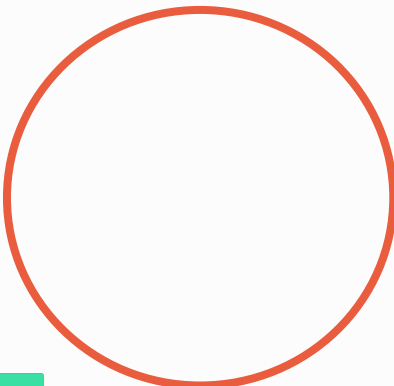
Directions: Answer each of the questions below.



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: Foundational Methodology

Exit Ticket – Lesson 9

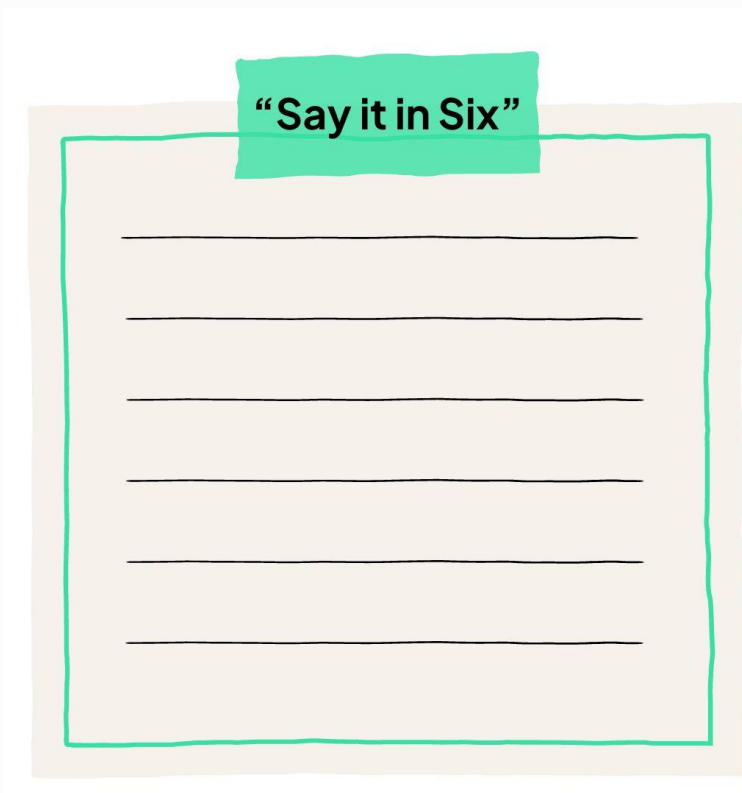
Name: _____ Date: _____ Class: _____

Supporting Question

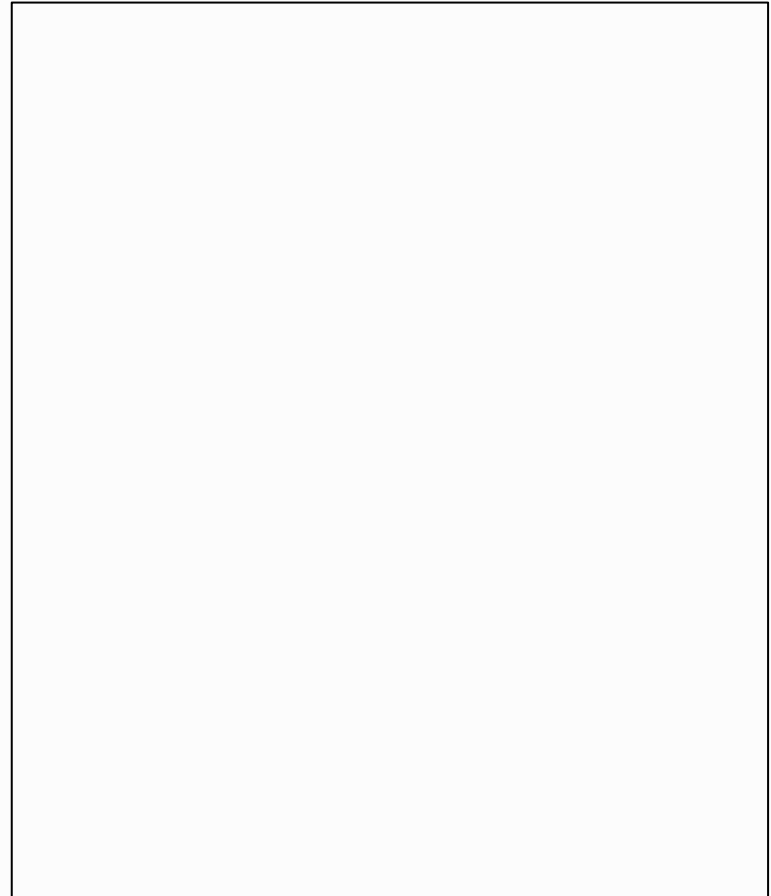
How can evaluating claims lead to a more accurate history?

Directions: Using a combination of writing and drawing, summarize your learnings from today's lesson on chronology and timelines. For the 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 1: Foundational Methodology

Exit Ticket – Lesson 10

Name: _____ Date: _____ Class: _____

Supporting Question

How can avoiding fallacies help historians better understand the past?

Directions: Below is a list of the different historians' fallacies you learned about this lesson. On the right, rank the list in order from "most essential" to "least essential" based on your own understanding. Then, provide a rationale for your #1 choice.

1. The fallacy of false dichotomous questions
2. The fallacy of the prevalent proof
3. The pragmatic fallacy
4. The fallacy of the lonely fact
5. The didactic fallacy
6. The fallacy of the one-dimensional man
7. The fallacy of composition

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Rationale:



Unit 1: Foundational Methodology

Exit Ticket – Lesson 1 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

What can we know about the past when the evidence is incomplete?

Directions: Write six things that could be or are in your wallet. Then answer the questions that follow.

“What’s in Your Wallet?”

1. School ID Card	2. McDonald's Gift Card	3. Emergency Contact Phone Numbers
a. Why is this included? I have to use it to get into to after-school events and activities. b. What might people assume about you based on this artifact? I am a student and that I enjoy being part of the school community.	a. Why is this included? My grandma gave it to me for my birthday. b. What might people assume about you based on this artifact? I am independent and can take care of myself.	a. Why is this included? So I can call people if I need help. b. What might people assume about you based on this artifact? I'm too young or poor to have my own phone.
4. \$2.25 in Change	5. Rainbow Sticker	6. Gum
a. Why is this included? To pay for items at the vending machine b. What might people assume about you based on this artifact? I like snacks or that I spend time independently.	a. Why is this included? I got it from a friend and didn't know where else to put it. b. What might people assume about you based on this artifact? That I am part of the LGBTQ community	a. Why is this included? I don't like to have bad breath after lunch. b. What might people assume about you based on this artifact? I care what people think about me.



Unit 1: Foundational Methodology

Exit Ticket – Lesson 3 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How do we know what we know about the past?

Directions: Below is a list a ways that historians can exercise epistemological humility when studying history. On the right, rank the list in order from “most essential” to “least essential” based on your own understanding. Then, provide a rationale for your #1 choice.

1. Be guided by the evidence
2. Acknowledge missing evidence
3. Question source reliability
4. Recognize author perspective
5. Stay open to revision
6. Use multiple sources + perspectives
7. View things in their own context
8. Reflect on personal assumptions
9. Avoid absolute claims
10. Frame history as interpretation

Rationale: **I ranked "Be guided by the evidence" as the most essential because it is the foundation of historical thinking. Without strong evidence, all interpretations and claims about the past are weak or untrustworthy. Evidence gives historians the grounding they need to make accurate, fair, and well-supported conclusions.**

1. **Be guided by the evidence**
2. **Use multiple sources + perspectives**
3. **Question source reliability**
4. **Recognize author perspective**
5. **Stay open to revision**
6. **Acknowledge missing evidence**
7. **View things in their own context**
8. **Avoid absolute claims**
9. **Reflect on personal assumptions**
10. **Frame history as interpretation**



Unit 1: Foundational Methodology

Exit Ticket – Lesson 4 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

Why should historians understand the past on its own terms?

Source: Marc Bloch, *The Historian's Craft*, 1953.

Note: Marc Bloch was a Jewish French Historian who joined the resistance against Nazi Germany. He wrote this entire book in his prison cell after his capture, but was executed it was finished. The book was published posthumously (after his death).

There are two ways of being impartial: that of the scholar and that of the judge. They have a common root in their honest submission to the truth... However, there comes a moment when their paths divide. When the scholar has observed and explained, his task is finished. It yet remains for the judge to pass sentence...

Are we so sure of ourselves and of our age as to divide the company of our forefathers into the just and the damned? How absurd it is, by elevating the entirely relative criteria of one individual, one party, or one generation to the absolute...When the passions of the past blend with the prejudices of the present, human reality is reduced to a picture in black and white...

When all is said and done, a single word, "understanding," is the beacon light of our studies. Let us not say that the true historian is a stranger to emotion: he has that, at all events. "Understanding," in all honesty, is a word pregnant with difficulties, but also with hope. Moreover, it is a friendly word....

The judge expresses it as: "Who is right, and who is wrong?" The scholar is content to ask: "Why?" and he accepts the fact that the answer may not be simple.

Questions:

1. What similarities and differences does Bloch acknowledge between scholar and judge?
They both aim to seek truth, but their goals are different. The judge decides who is right or wrong, while the scholar tries to understand why things happened.
2. Why does Bloch caution against historian's judging the past? According to him, what is the goal of the historian?
He warns that judging the past through modern values creates unfair and oversimplified views. He believes the historian's goal is not to judge but to understand, even when it is difficult.
3. Based on this reading and the lesson, why does historical empathy matter?
Historical empathy helps us see the past through the lens of those who lived it. It prevents us from unfairly judging people or events and helps us better understand the full complexity of human experiences across time.



Unit 1: Foundational Methodology

Exit Ticket – Lesson 5 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

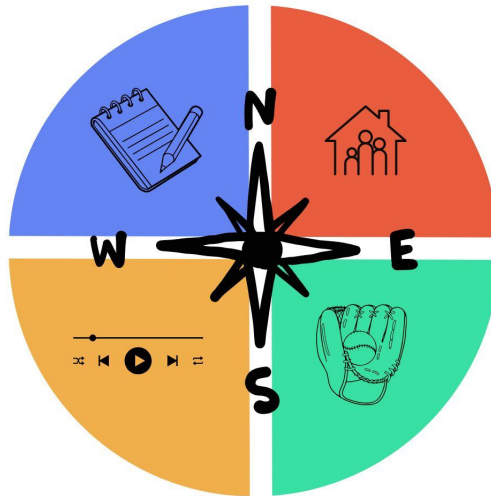
How can maps shape the way we understand the world?



Evaluating Perspective

Thinking historically means considering how one's personhood has influenced their perspective. It also means recognizing how diverse viewpoints and experiences shape the understanding of historical events. This allows students of history to cultivate empathy for the people of the past that are studied.

Directions: In the space below, draw a simple symbolic or abstract “map” that reflects something meaningful to you. This could be a map of community, of home, of identity, etc. Be creative! Then, provide explanation and rationale for your choices.



1. With the concept “maps as arguments” as a guide, provide rationale for the map above and the argument it is making.

This map shows the different parts of my identity and what guides me. I put school at the top because education is a big part of my goals. Family is also on the right because they support me and are always by my side. Sports are at the bottom because they keep me grounded, and music is also represented because it's how I express myself. I added the compass in the center to show that all of these things work together to give me direction and positivity in life.



Unit 1: Foundational Methodology

Exit Ticket – Lesson 7 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How do timelines shape historical understanding?

Directions: Using a combination of writing and drawing, summarize your learnings from today’s lesson on chronology and timelines. For the 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”

Order

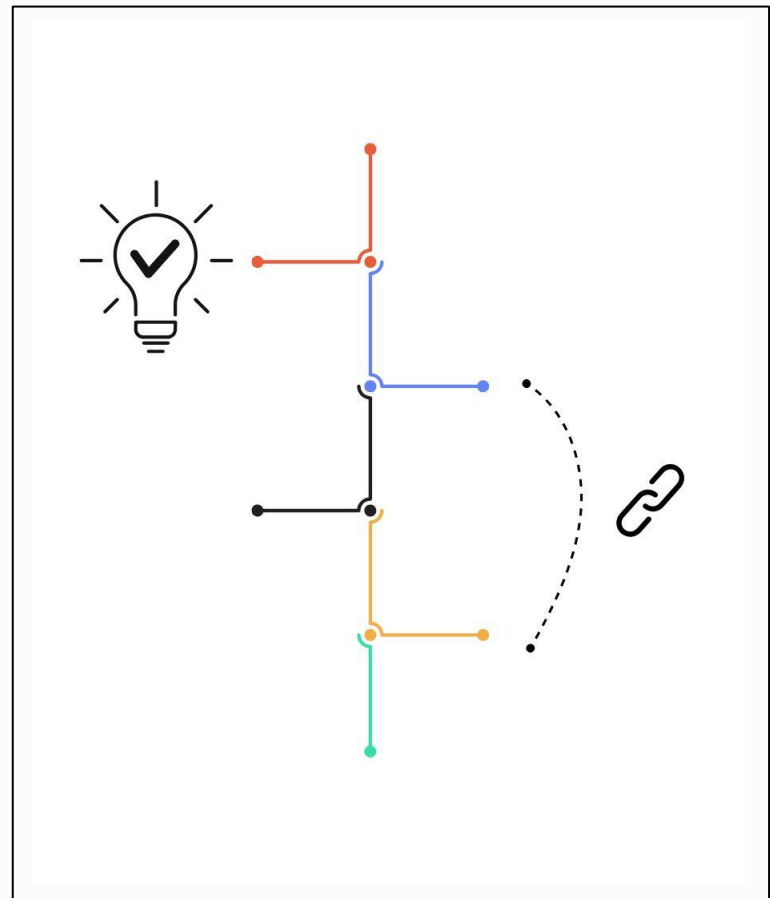
reveals

meaning

In

life

events



Unit 1: Foundational Methodology

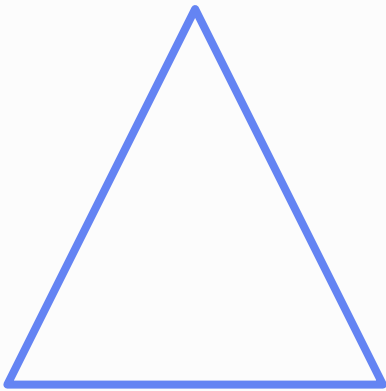
Exit Ticket – Lesson 8 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

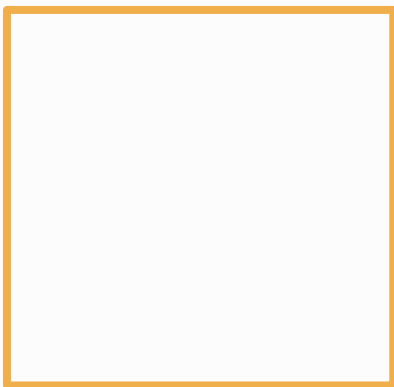
How does the way history is written reflect the time in which it was written?

Directions: Answer each of the questions below.



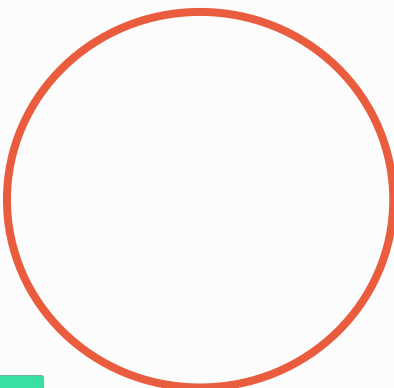
What three important ideas or facts did you learn today?

1. The definition of historiography.
2. History can change based on the context and influences of the period when it is written.
3. History books used to be more dismissive toward Indigenous peoples.



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

I knew that Indigenous history is well-known. Reading the textbook accounts from the past confirmed this understanding by saying they weren't really around or were easily displaced.



What is something that is still circling in your head?

I wonder what the process is like to change the textbooks. With what I hear about book bans and people trying to exclude ethnic studies from schools, I wonder if this process will get even more challenging.



Unit 1: Foundational Methodology

Exit Ticket – Lesson 9 (Exemplar)

Supporting Question

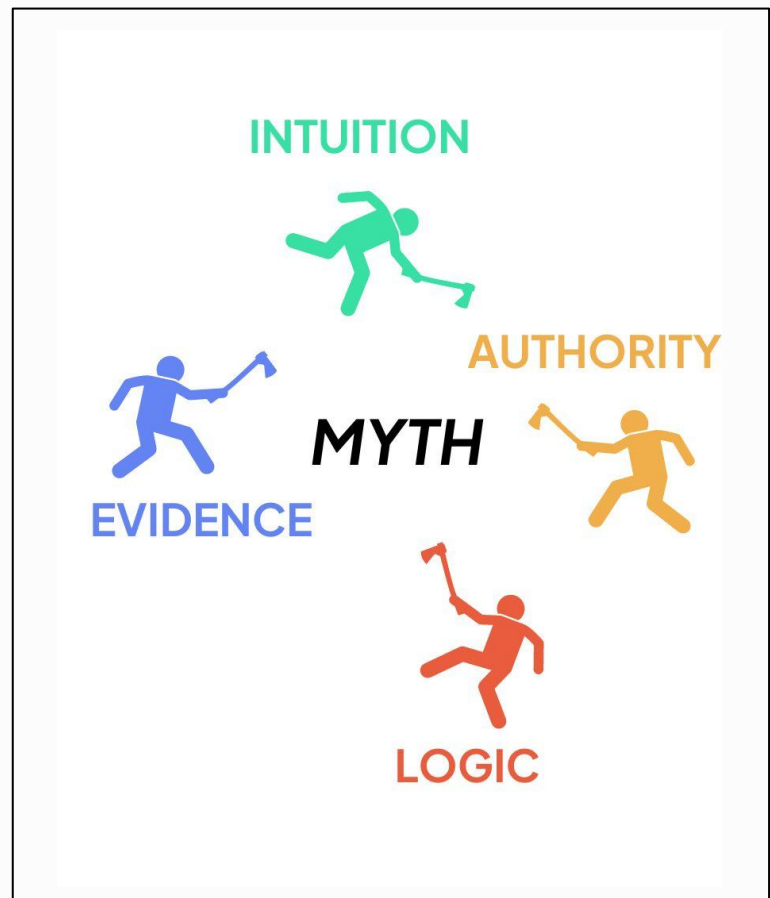
How can evaluating claims lead to a more accurate history?

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"

Claims
Testers
evaluate
myths
v.
facts.



Unit 1: Foundational Methodology

Exit Ticket – Lesson 10

Name: _____ Date: _____ Class: _____

Supporting Question

How can avoiding fallacies help historians better understand the past?

Directions: Below is a list of the different historians' fallacies you learned about this lesson. On the right, rank the list in order from "most essential" to "least essential" based on your own understanding. Then, provide a rationale for your #1 choice.

1. The fallacy of false dichotomous questions
2. The fallacy of the prevalent proof
3. The pragmatic fallacy
4. The fallacy of the lonely fact
5. The didactic fallacy
6. The fallacy of the one-dimensional man
7. The fallacy of composition

1. **The fallacy of false dichotomous questions**
2. **The fallacy of the lonely fact**
3. **The fallacy of the one-dimensional man**
4. **The fallacy of the prevalent proof**
5. **The fallacy of composition**
6. **The didactic fallacy**
7. **The pragmatic fallacy**

Rationale: **I chose the fallacy of false dichotomous questions as most essential because if historians start with a bad question, they are likely to get a misleading or limited answer. When we're forced to pick between two extremes, we ignore the complexity of the past. Good history depends on asking open, thoughtful questions that allow for multiple perspectives.**

