

Unit 2: Origin Stories and Ways of Knowing

Exit Ticket – Lesson 2

Name: _____ Date: _____ Class: _____

Supporting Question

What can be learned by comparing dominant and non-dominant narratives about the origins of the universe?

Directions: Answer the prompt below in 3–5 sentences.

Prompt: Compare the two dominant origin stories (the Big Bang Theory and Genesis 1) with non-dominant narratives (Hopi and Haudenosaunee).

In your response, include:

- ☐ The values or messages the stories communicate
- ☐ How the stories might shape a person's beliefs, identity, or worldview
- ☐ Why some stories have been elevated while others have been dismissed

Unit 2: Origin Stories and Ways of Knowing

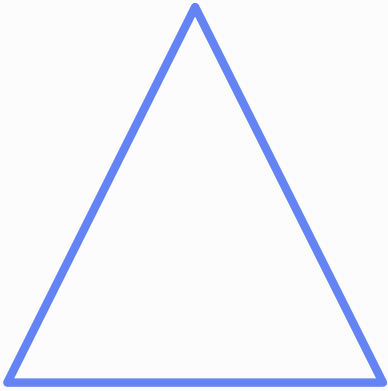
Exit Ticket – Lesson 3

Name: _____ Date: _____ Class: _____

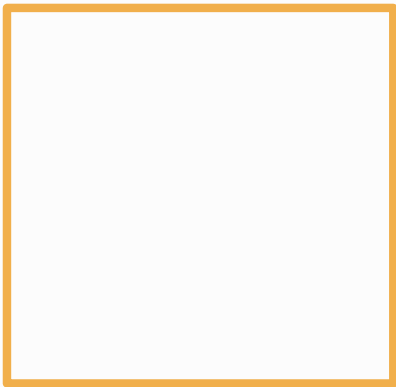
Supporting Question

In what ways do stereotypes and single stories limit the understanding of the people and events of the past?

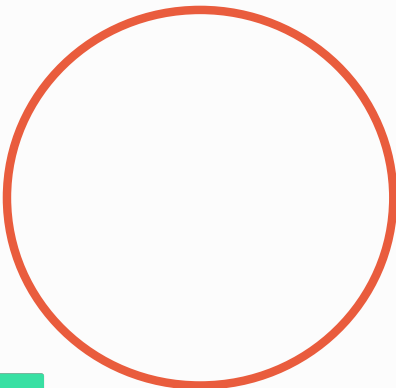
Directions: Answer each of the questions below.



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 2: Origin Stories and Ways of Knowing

Exit Ticket – Lesson 5

Name: _____ Date: _____ Class: _____

Supporting Question

How does historical trauma, such as colonization, land theft, or forced removal cause harm to communities—and what are the long-term effects?

Directions: Below is a list of long-term effects of settler colonialism on Indigenous communities. On the right, rank the list in order from “most significant” to “least significant” based on your own understanding. Then, provide a rationale for your #1 choice.

1. Health Disparities
2. Life Expectancy
3. Poverty
4. Incarceration
5. Education
6. Internalized Racism

1.

2.

3.

4.

5.

6.

Rationale:



Unit 2: Origin Stories and Ways of Knowing

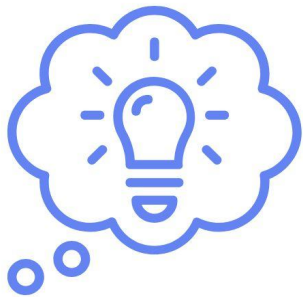
Exit Ticket – Lesson 9

Name: _____ Date: _____ Class: _____

Supporting Question

How does recognizing diverse ways of knowing and storytelling change how we understand history, identity, and community today?

Directions: Consider your Essential Question CER paragraph, answer the *Think* question. Then, pair up with a partner and support each other's writing. Finally, answer the supporting question.



Think: Consider your Essential Question CER paragraph. What aspect would you like feedback on? Why?

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Pair: What is your partner's name? How did they answer the *Think* question? What feedback did you provide?



Share: Together, answer the supporting question.



Unit 2: Origin Stories and Ways of Knowing

Exit Ticket – Lesson 2 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

What can be learned by comparing dominant and non-dominant narratives about the origins of the universe?

Directions: Answer the prompt below in 3–5 sentences.

Prompt: Compare the two dominant origin stories (the Big Bang Theory and Genesis 1) with non-dominant narratives (Hopi and Haudenosaunee).

In your response, include:

- ☐ The values or messages the stories communicate
- ☐ How the stories might shape a person's beliefs, identity, or worldview
- ☐ Why some stories have been elevated while others have been dismissed

Comparing dominant and non-dominant origin stories shows that different cultures explain the beginning of the universe in ways that reflect their values. The Big Bang Theory focuses on scientific evidence, while Genesis teaches religious purpose, and both are often taught more widely than Indigenous stories. Hopi and Haudenosaunee narratives emphasize connection to the land and responsibilities to nature. These stories shape beliefs about humanity's role in the world. Some stories have been elevated because of power, colonization, or education systems, while others have been dismissed or ignored.

Unit 2: Origin Stories and Ways of Knowing

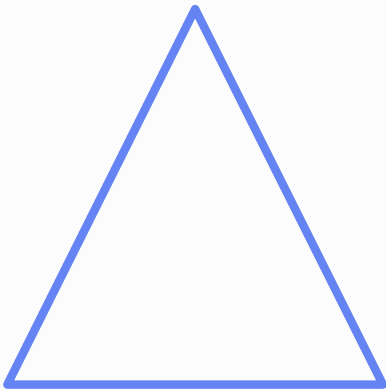
Exit Ticket – Lesson 3 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

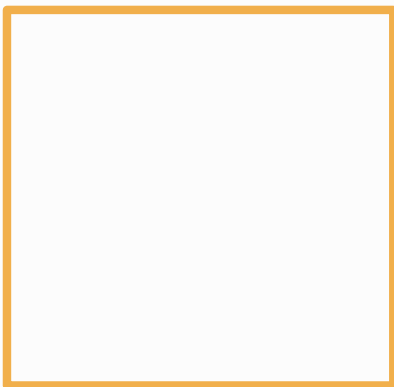
In what ways do stereotypes and single stories limit the understanding of the people and events of the past?

Directions: Answer each of the questions below.



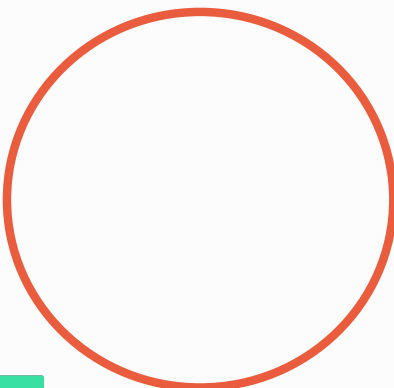
What three important ideas or facts did you learn today?

- A single story can lead to dangerous stereotypes and misunderstandings.
- Headlines often reflect a specific perspective and can leave out important context.
- Who tells the story has a big influence on how the audience sees the people or events in the story.



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

I already knew that stereotypes are often unfair and don't show the full truth about a group of people. This lesson confirmed that stories in the media can play a big role in spreading those stereotypes.



What is something that is still circling in your head?

I'm still thinking about how often I might believe a single story without realizing it, and how I can look more closely at the perspective behind the headlines or stories I read.



Unit 2: Origin Stories and Ways of Knowing

Exit Ticket – Lesson 5 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How does historical trauma, such as colonization, land theft, or forced removal cause harm to communities—and what are the long-term effects?

Directions: Below is a list of long-term effects of settler colonialism on Indigenous communities. On the right, rank the list in order from “most significant” to “least significant” based on your own understanding. Then, provide a rationale for your #1 choice.

1. Health Disparities
2. Life Expectancy
3. Poverty
4. Incarceration
5. Education
6. Internalized Racism

1. **Health Disparities**
2. **Life Expectancy**
3. **Poverty**
4. **Internalized Racism**
5. **Incarceration**
6. **Education**

Rationale: **I chose health disparities as the most significant because they affect nearly every part of life—mental health, physical wellness, and even the ability to work or go to school. When Indigenous communities lack access to adequate healthcare, it worsens all the other problems on the list, like life expectancy, poverty, and education. Solving health disparities could lead to long-term improvements in many areas.**



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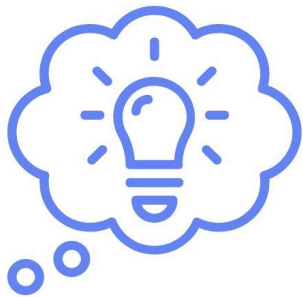
Exit Ticket – Lesson 9 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How does recognizing diverse ways of knowing and storytelling change how we understand history, identity, and community today?

Directions: Consider your Essential Question CER paragraph, answer the *Think* question. Then, pair up with a partner and support each other's writing. Finally, answer the supporting question.



Think: Consider your Essential Question CER paragraph. What aspect would you like feedback on? Why?

I would like feedback on the reasoning part of my paragraph because I want to make sure I clearly explained how my evidence supports my claim. Sometimes I struggle to connect the ideas smoothly.



Pair: What is your partner's name? How did they answer the *Think* question? What feedback did you provide?

My partner's name is Jordan. They also wanted help with their reasoning. I told them their evidence was strong, but they could explain more clearly how it relates to the main argument about the importance of storytelling across cultures.



Share: Together, answer the supporting question.

Recognizing diverse ways of knowing and storytelling helps us understand that history is not just written by one group. It shows that different cultures have different truths, values, and memories that shape identity and community. This helps people feel seen and respected in the story of the past and present.

