

Exit Ticket – Lesson 1

Name: _____ Date: _____ Class: _____

Supporting Question

How did different groups view and experience U.S. territorial expansion?

Directions: After reading the quote with your group, write the meaning and draw a visual representation. Then, mingle with classmates. View their illustration and record their quote's meaning.

Quote

Source:

Meaning:

Drawing

Classroom Mingle

Student Name:

Source:

Meaning:

Student Name:

Source:

Meaning:

Student Name:

Source:

Meaning:

Student Name:

Source:

Meaning:



Exit Ticket – Lesson 5

Name: _____ Date: _____ Class: _____

Supporting Question

How did inventions and innovations during the Market Revolution change daily life and shape the U.S. economy?

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

1. Which invention would you fund? Why?



Exit Ticket – Lesson 7

Name: _____ Date: _____ Class: _____

Supporting Question

What was the most significant cause of the First Industrial Revolution?

Directions: Answer each of the Final Verdict questions below.

1. Place a ✖ next to the cause/justification you believe is the most significant.

☐ Technological Innovations☐ Transportation & Infrastructure☐ Growing Labor Force

2. Explain why you made your choice. What evidence convinced you the most?

3. Why can people look at the same evidence and yet, come to different conclusions?



Exit Ticket – Lesson 9

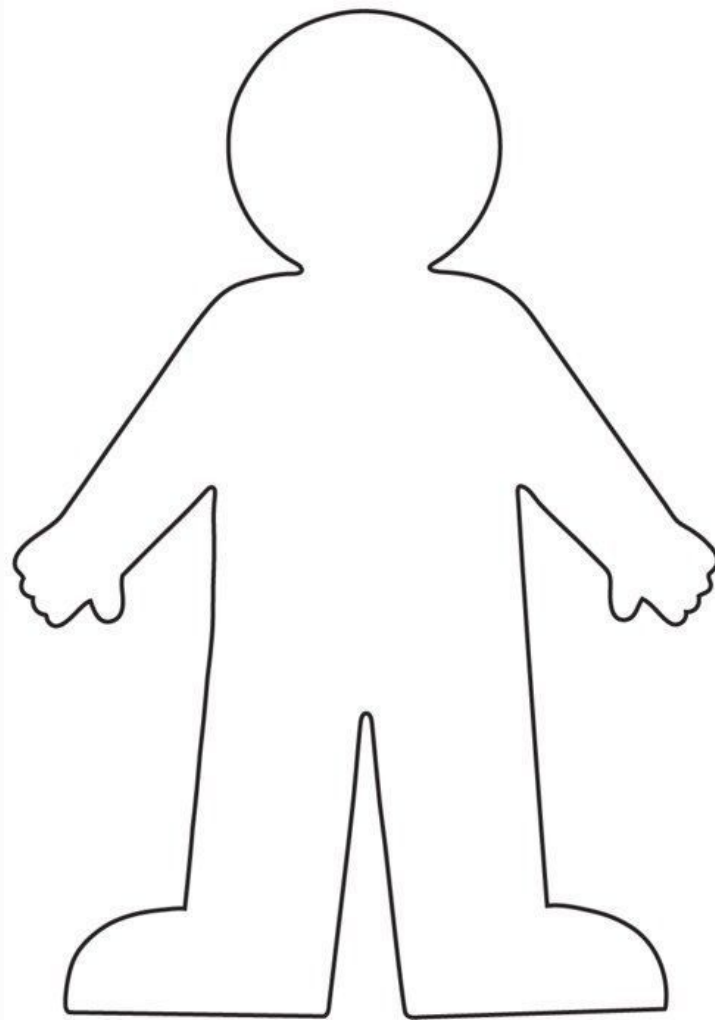
Name: _____ Date: _____ Class: _____

Supporting Question

To what extent did the Jacksonian Era expand democracy to more Americans in the early 19th century?

Directions: Using information from the lesson, add 3 items to the person outline below that represent aspects of Andrew Jackson. For example, if Jackson was known for reading, you might draw a book. Around your drawing, label different parts of the person. For each label, explain why you included that detail.

Example: "Book – Jackson was known for being an avid reader so I included a book in his hand."



Unit 6: Early Republic (1789–1844)

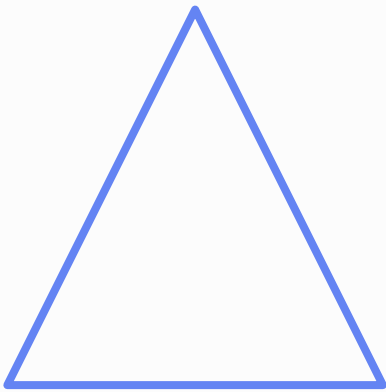
Exit Ticket – Lesson 10

Name: _____ Date: _____ Class: _____

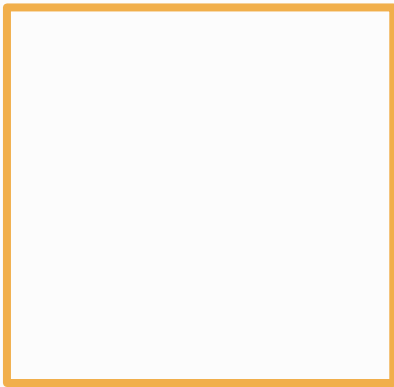
Supporting Question

What actions did the U.S. government take to remove Native Americans, and how did Native Americans resist?

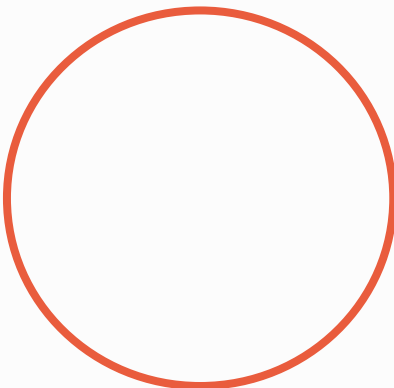
Directions: Answer each of the questions below.



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 6: Early Republic (1789–1844)

Exit Ticket – Lesson 1 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did different groups view and experience U.S. territorial expansion?

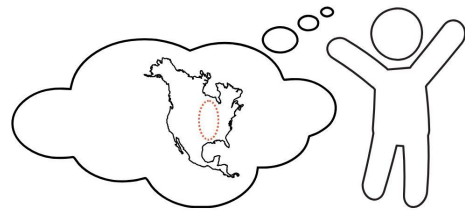
Directions: After reading the quote with your group, write the meaning and draw a visual representation. Then, mingle with classmates. View their illustration and record their quote's meaning.

Quote

Source: **Thomas Jefferson (1803)**

Meaning: **President Jefferson expresses the strategic and economic importance of purchasing Louisiana.**

Drawing



Classroom Mingle

Student Name:

Source: **Northwest Ordinance (1787)**

Meaning: **This clause shows the U.S. government's promise to treat Indigenous peoples fairly by not taking lands without them approving it.**

Student Name:

Source: **Treaty of Greenville (1795)**

Meaning: **This treaty forced Native American groups to say they were connected with the United States and not any other European or other nation.**

Student Name:

Source: **Tecumseh (1811)**

Meaning: **Tecumseh warns Indigenous peoples about the dangers of American expansion and calls for unity among tribes.**

Student Name:

Source: **Indian Removal Act (1830)**

Meaning: **This document legalized the forced relocation of Native American groups.**



Exit Ticket – Lesson 5 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

How did inventions and innovations during the Market Revolution change daily life and shape the U.S. economy?

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

1. Which invention would you fund? Why?

I would fund the telegraph because it made communication much faster across long distances. Before the telegraph, people had to wait days or weeks to get news by letter or messenger. The telegraph used electric signals to send short messages instantly, which helped businesses, newspapers, and even the government. I think it's the most important invention because it connected different parts of the country and made the U.S. feel smaller and more united. It also helped prepare the way for other technologies like the telephone. The telegraph really changed how people lived and worked in the 1800s.



Exit Ticket – Lesson 7 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

What was the most significant cause of the First Industrial Revolution?

Directions: Answer each of the Final Verdict questions below.

1. Place a ✖ next to the cause/justification you believe is the most significant.

**Technological Innovations****Transportation & Infrastructure****Growing Labor Force**

2. Explain why you made your choice. What evidence convinced you the most?

I chose technological innovations because inventions like the cotton gin and factory machines made it possible to produce goods faster and cheaper. This started the growth of factories and changed how people worked and lived.

3. Why can people look at the same evidence and yet, come to different conclusions?

People can focus on different parts of the evidence or have different opinions about what matters most. Everyone brings their own experiences and ideas when they interpret history.



Unit 6: Early Republic (1789–1844)

Exit Ticket – Lesson 9 (Exemplar)

Name: _____ Date: _____ Class: _____

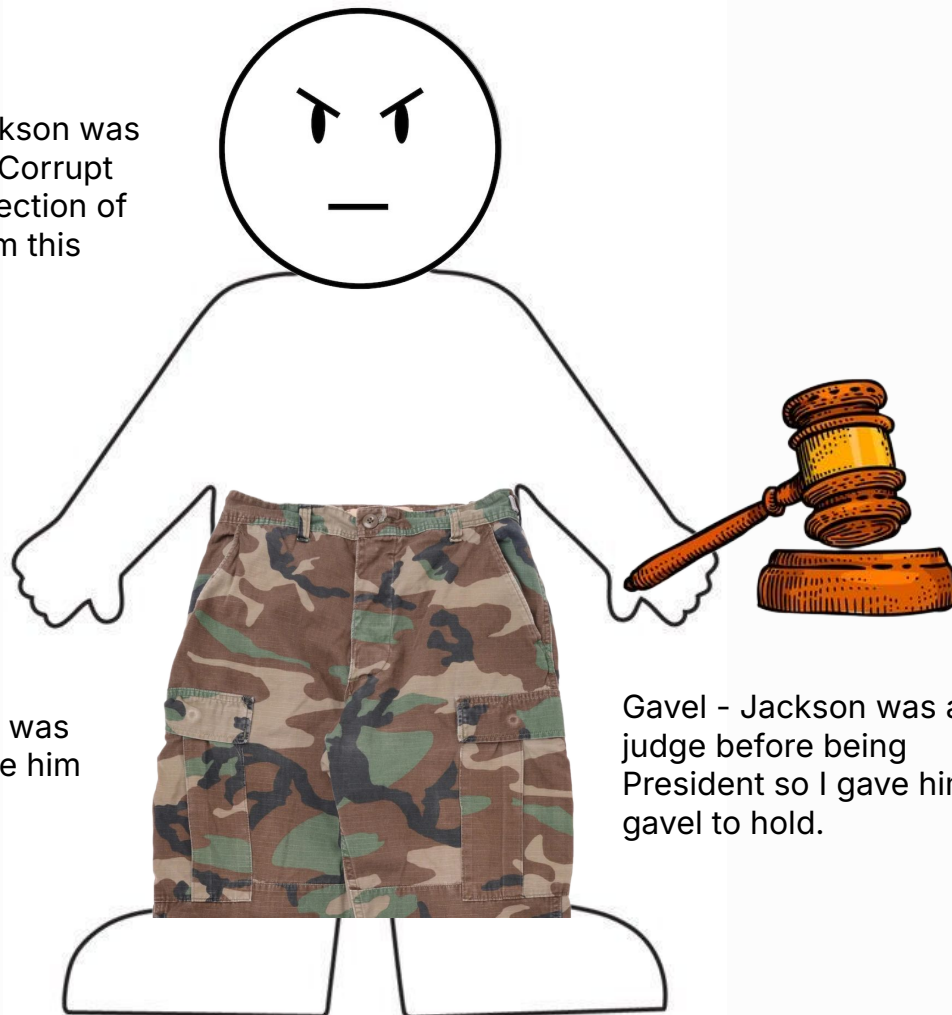
Supporting Question

To what extent did the Jacksonian Era expand democracy to more Americans in the early 19th century?

Directions: Using information from the lesson, add 3 items to the person outline below that represent aspects of Andrew Jackson. For example, if Jackson was known for reading, you might draw a book. Around your drawing, label different parts of the person. For each label, explain why you included that detail.

Example: "Book – Jackson was known for being an avid reader so I included a book in his hand."

Angry Face - Jackson was upset about the "Corrupt Bargain" in the Election of 1824 so I gave him this expression.



Camo Pants - Jackson was a military hero so I gave him these pants.

Gavel - Jackson was a judge before being President so I gave him a gavel to hold.



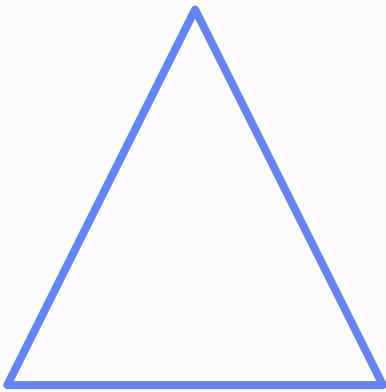
Exit Ticket – Lesson 10 (Exemplar)

Name: _____ Date: _____ Class: _____

Supporting Question

What actions did the U.S. government take to remove Native Americans, and how did Native Americans resist?

Directions: Answer each of the questions below.



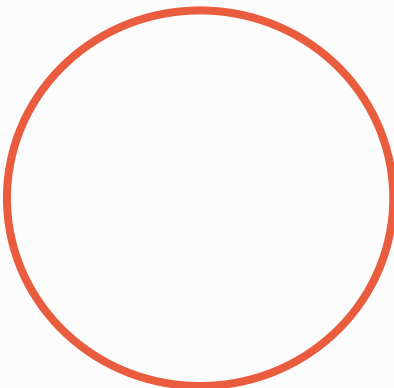
What three important ideas or facts did you learn today?

- The Indian Removal Act of 1830 forced Native American tribes to move west.
- The Supreme Court ruled in *Worcester v. Georgia* (1832) that the Cherokee Nation was sovereign, meaning Georgia had no right to remove them.
- President Andrew Jackson ignored the Supreme Court, leading to the forced removal of Native Americans, including the Trail of Tears.



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

I already knew that many Native Americans were forced to leave their land, and the lesson confirmed that the U.S. government played a major role in pushing them out.



What is something that is still circling in your head?

If the Supreme Court ruled in favor of the Cherokee, why wasn't the decision enforced? How could the president ignore a ruling from the highest court?