

# STEPS TOWARDS HIGHER THINKING

## *Expectations for completing the daily Exit Ticket*

Connect quote to what you have learned today.

- I. What did you learn today?
  - a. Incorporate Ideology, Social, Political, Interactions, Cultural, Economic (ISPICE)
  - b. Name significant event
    - i. Progress vs. Equity
      1. Who is progressing/digressing? Who is being treated fairly and unfairly?
      2. Does either concept have more influence?
    - ii. Logic vs. Emotion
      1. Is logic being used? Is emotion being used?
      2. Does either concept have more influence?
    - iii. Martin vs. Malcolm
      1. Nonviolence vs. Violence
      2. Limited vs. By Any Means Necessary
    - iv. Liberal vs. Conservative
      1. Who is open minded and or looking for change?
      2. Who is closed-minded and does not want change?
    - v. Spiritual vs. Secular
      1. Example - religious, incorporeal, supernatural, divine, sacred.
      2. Not related or connected to religious, spiritual, or sacred; corporeal.
  - c. Rhetoric - Logos vs. Pathos vs. Ethos (*The art of using language persuasively & effectively*)
    - i. How will you appeal to your audience?
      1. *Use one or combine to get the most effective results*
        - a. *Logic, Emotion, Credibility*
- II. Explain how the quote relates to the Lesson.
- III. How does this Lesson connect with YOU achieving YOUR goal?
  - a. Can associate with friends and family
- IV. Identify connections on past quotes and or Lessons with the current Lesson/Quote

## EXPECTATIONS FOR “DO NOW”

1. No talking during the writing segment of the “Do Now”
2. Must write full page.
  - a. Can not skip lines
    - i. Quote goes on the first line of the page.
    - ii. Skip no more than two lines under the quote and begin writing.
    - iii. A full page is writing until the last two lines of the page are completed.
3. There is no wrong answer if you...
  - a. Discuss what you think the quote means **and add examples**
  - b. **Use ISPICE AND USE DIFFERENT PERSPECTIVES to help you get a full page.**
  - c. AND make a connection(s) to the quote.
  - d. Use examples from the previous quote/lesson.
4. Identify what you think the quote means.
5. Make connection (*you can make unlimited connections*)
  - a. Internal or External (*Personal or Life experience*)
  - b. Lesson (previous or current)
6. Create a poem, story or journal
  - a. Can combine the options above to complete the full page
7. There needs to be at least 3-5 people to share
  - a. Discuss what you think the quote means and or
  - b. Discuss how you connect to the quote
8. If you are not able to complete the page:
  - a. Listen while others share and add their ideas on to your page until page is filled.
    - i. Write verbatim or add your twist.
  - b. Explain why you are not able to make a connection.
    - i. Why are you stuck?
    - ii. Why cant you make the connection or what does not make sense?
      1. Use ISPICE to discuss

# Exit Ticket Assessment Example

Name: \_\_\_\_\_

Connect the quote to what you have learned today.

1. What did I learn today?
  - a. Name significant event, person or example that was a part of the lesson using ISPICE.
    - i. Choose at THREE concepts and discuss.
      1. Identify Progress vs. Equity
      2. Use ISPICE
2. Explain how the quote relates to the lesson.
3. How does the lesson connect with you achieving YOUR goals?
4. Identify connections from past quotes and or lesson concepts with current lesson/quote.
5. Look to incorporate your EXIT TICKET in your Do Now.

By the end of the unit, you should have in depth Exit Tickets and when combined will give a vivid picture of the unit and what your perspective of the unit was. Your Exit Ticket should answer the lesson question as well be notes that can be used to write an essay on the unit.

## EXTENDED INSTRUCTIONS

EXIT TICKET EXPECTATIONS ~ Exit Ticket Must Discuss the Lesson's Focus

**Need to INCORPORATE Equity vs. Progress AND EXPLAIN**

**IDENTIFY & EXPLAIN Political, Economic, Social and Ideological concepts.**

**DISCUSS how the 5 Themes of Geography apply.**

**Step 1. CONNECTION:** This quote connects or does not with the Lesson because...

*\*If you do not find a connection you most likely will find yourself writing more to explain why you were not able to connect the quote to the lesson.*

**Step 2. SUMMARY:** Summarize lesson. **What Happened, When, Where: (What is the story about? When did the event take place? Where did the event happen?) Write down key points below or highlight in the lesson. What is the main idea of the lesson? Who is involved? (Why are these people important? How are they involved?) Use an example or quote, then explain the example/quote and explain why the example/quote is important.** Include strong introduction, conclusion, and a logical well-executed progression of ideas. Explanation is clear, with substance, and convincing using effective reasoning and details about the lesson. Can incorporate Logic vs. Emotion/Martin vs. Malcolm concepts. Be sure to include ISPICE concepts.

*\*What I feel section will be completed at the end of each unit.*

**Step 3. WHAT I FEEL:** **Why/How can we learn from this event: Why is this Lesson important to your life/goals? Is there anything you can take away from this Lesson? Explain. Who is this equitable for (society/you)? Who suffers (society/you)? Is this Lesson showing progress or digression? How does this connect with previous lessons and or quotes?** Include strong introduction, conclusion, and a logical well-executed progression of ideas. Explanation is clear, with substance, and convincing using effective reasoning and details about the lesson. Can incorporate Logic vs. Emotion/Martin vs. Malcolm concepts. Be sure to include ISPICE concepts.

**EXAMPLE OF EXIT TICKET CAN BE FOUND ON THE NEXT PAGE**

## EXAMPLE of QUOTE:

Quote # 1 - *The battlefield is a scene of constant chaos. The winner will be the one who control that chaos, both his own and his enemies.*

This quote makes me think about how “the man” is in control of the chaos, and the media is the battlefield in which he controls. As black males are being killed, the media has continually portrayed justified reasons for why they have been killed. They then use the media to keep citizens from rioting or becoming violent to voice their opinion since the legal system has not been fair and giving justice to the families of the victims. If it is not a discussion of black on black crime, they are showing an image that justifies the action. Hoodies, laws like stand your ground, and a prosecution, which has no desire motive to indict their own (police) are all examples of controlling the chaos in America. If society is going to progress, society needs to take back the control of not only the chaos, but also the battlefield. There are to many citizens who feel the same way about this unjust legal system. We have to unite, get organized, demand change, and then expect change. If no change occurs then change needs to be forced. This can be forced in a number of different ways but the key is that everyone who is for change needs to be united and focused on obtaining that change. Most importantly these people need to be consistent and patient and understand the process of change. Forcing change does not have to be rioting, but could be as simple as only supporting black owned business. When blacks begin to understand and believe the power we have when we are united and focus on doing our part, then and only then will change begin to occur. We can’t expect other people to help us, if we do not help ourselves.

## EXAMPLE of EXIT TICKET ASSESSMENT:

*This is an example of an exit ticket after 3 weeks of discussing revolutions. As the Unit progresses you will have more to write about. In the beginning of the Unit, you will not have as deep Exit Tickets, but the expectations is that as the unit moves along you will give deeper insight with each passing lesson.*

This quote connects with the lesson because like the government/media controlling the chaos or perception of how blacks are being treated and perceived as human beings, Napoleon was able to control the chaos within France as well as outside of France. He was able to build a great empire because he controlled and manipulated the minds of Europe. His fall was imminent because he lost his control of the chaos that was going on within Europe. When France was at its height, this was politically, economically, and socially favorable for the French. For the rest of Europe equity depended on how they viewed Napoleon’s rule, and if they progressed during his reign. For example the Napoleonic Codes, and performance-based promotions were adopted throughout Europe. This shows political, economic and political progress, which was equitable for society, but not for the upper class society who may have lost their favor due to not being qualified for the job. This quote relates with the quote discussing getting better with every time you fail. Napoleon learned from his mistakes and was able to build an empire, but unfortunately for him, he was not able to learn from his biggest mistake of all...having too much pride and confidence. As I pursue my goals I will make sure that I will be confident, but will not allow my pride or confidence to be my downfall.