

# Exit Ticket – Lesson 1

## Supporting Question

*What was the most significant cause and/or justification of imperialism?*

**Directions:** Answer each of the Final Verdict questions below.

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

☐ **Civilizing Mission**   ☐ **Economic Gains**   ☐ **Political Power & Nationalism**

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 3

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

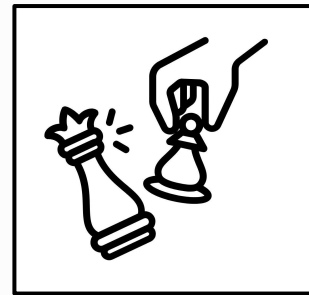
Date: \_\_\_\_\_

## Supporting Question

*What methods did the British use to gain and maintain control over India?*

**Directions:** Using a combination of writing and drawing, create a metaphor or analogy to demonstrate the methods used by the British to gain and maintain control over India.

**Example:** *British imperialism in India was like a chess game because every move was strategic, with Britain using diplomacy, economic control, and military force to slowly dominate India.*



## Drawing

**Metaphor/  
Analogy**

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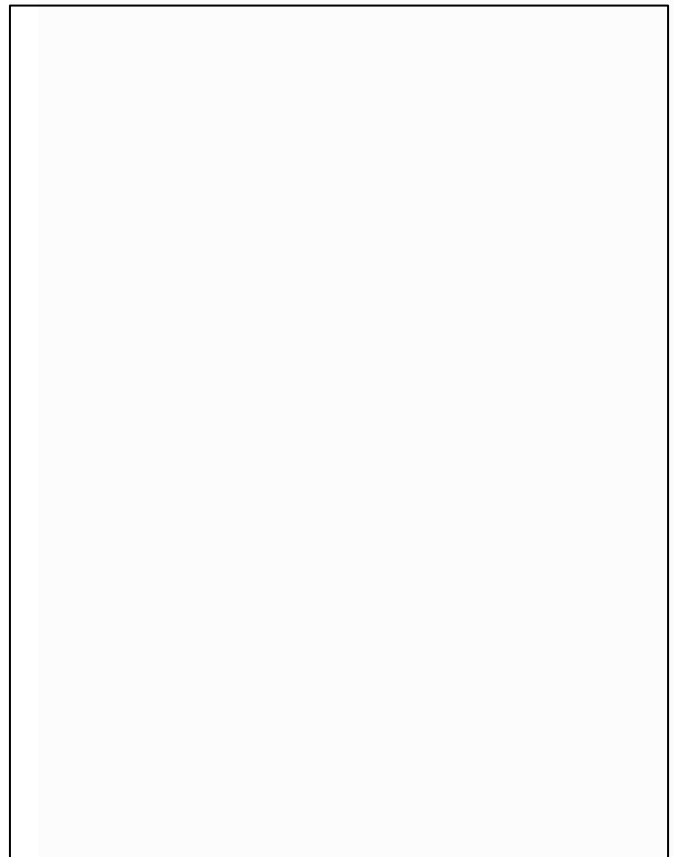
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# Exit Ticket – Lesson 7

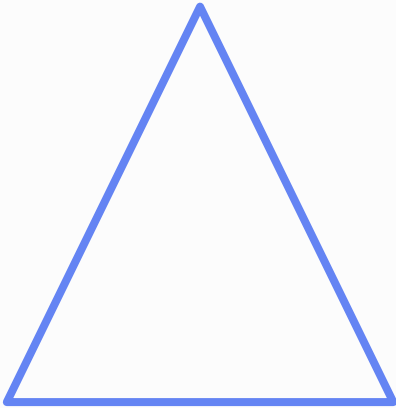
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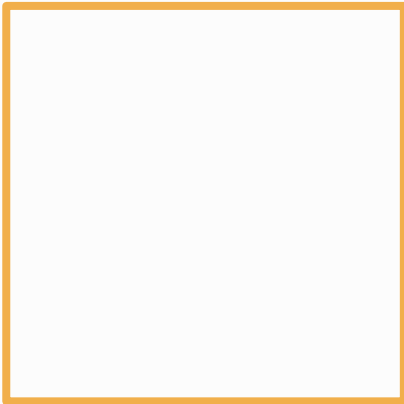
## Supporting Question

To what extent do museum displays of artifacts from colonized nations shape public understanding of history and colonial legacies?

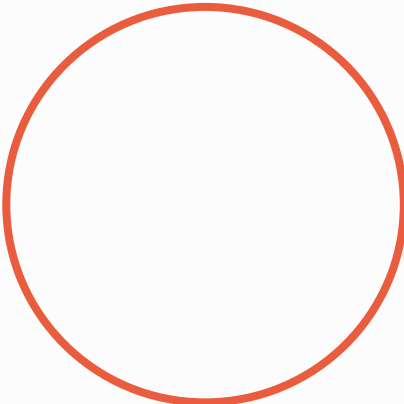
**Directions:** Answer each of the questions below.



**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?**



# Exit Ticket – Lesson 1

## Supporting Question

*What was the most significant cause and/or justification of imperialism?*

**Directions:** Answer each of the Final Verdict questions below.

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

☐ Civilizing Mission   ☒ Economic Gains   ☐ Political Power & Nationalism

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

**Imperialism was primarily driven by economic motives, as industrialized nations sought raw materials, cheap labor, and new markets to fuel their economies. The British control of India, the Belgian exploitation of the Congo for rubber, and the division of Africa during the Scramble for Africa were all motivated by resource extraction and profit rather than humanitarian or purely political reasons. Even justifications like the civilizing mission often served to mask economic exploitation.**

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

**People interpret evidence differently based on their perspectives, experiences, and the aspects they prioritize. Some may focus more on political motives, such as competition between European powers, while others emphasize cultural justifications like the Civilizing Mission. Additionally, historical context and biases influence how individuals weigh the importance of different factors in shaping imperialism.**



## Exit Ticket – Lesson 3 (Exemplar)

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

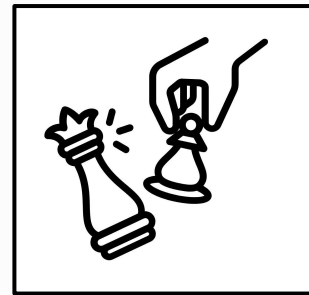
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**Supporting Question**

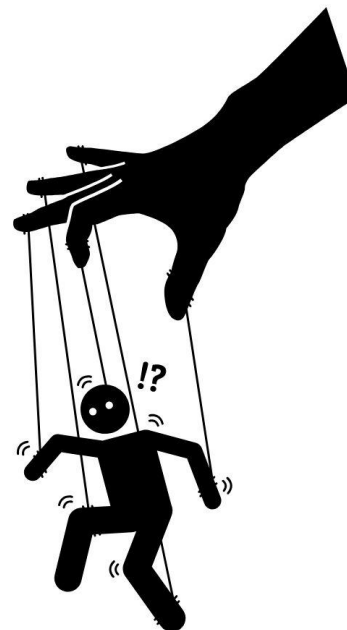
*What methods did the British use to gain and maintain control over India?*

**Directions:** Using a combination of writing and drawing, create a metaphor or analogy to demonstrate the methods used by the British to gain and maintain control over India.

**Example:** *British imperialism in India was like a chess game because every move was strategic, with Britain using diplomacy, economic control, and military force to slowly dominate India.*

**Drawing****Metaphor/  
Analogy**

**British imperialism in India was**  
**like a puppet master controlling a**  
**puppet because the British held**  
**the strings of India's economy,**  
**military, and resources, while the**  
**Indian people had limited control**  
**over their own fate.**



## Exit Ticket – Lesson 7

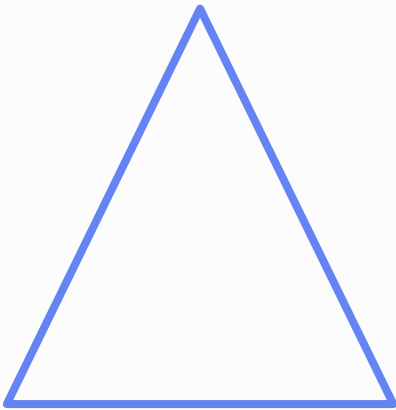
Name: \_\_\_\_\_

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**Supporting Question**

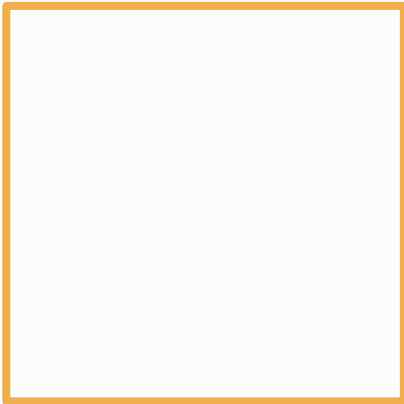
To what extent do museum displays of artifacts from colonized nations shape public understanding of history and colonial legacies?

**Directions:** Answer each of the questions below.



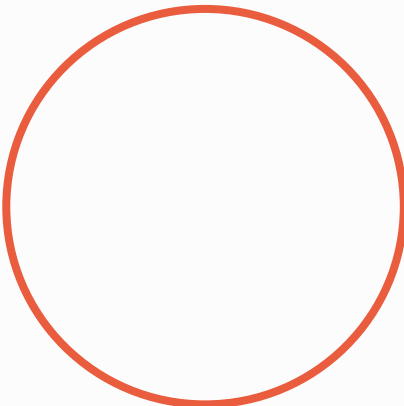
**What three important ideas or facts did you learn today?**

1. The Benin Bronzes were taken during the British punitive expedition of 1897.
2. The National Museum of African Art worked with Nigerian authorities to identify and return 29 Benin artifacts in 2022.
3. The rooster figure in Benin art is associated with the senior wife of the king, who holds authority over the women of the palace.



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

The idea that cultural artifacts should be returned to their rightful owners and preserved within their original context squared with my prior knowledge. This aligns with the growing global movement toward repatriation, where museums and institutions acknowledge the importance of returning culturally significant items to the countries or communities from which they were taken.



**What is something that is still circling in your head?**

Something that's still circling in my head is the idea of the "ambassadors" of the Benin Kingdom. The Benin Bronzes are not only valuable as art pieces but also as symbols of cultural identity, power, and history. It's fascinating to think about how they were viewed differently when they were taken and how they now serve as a bridge to understanding and respecting the rich heritage of the Kingdom of Benin.

