



TICKET IN/OUT THE DOOR

Purposes:

1. Write every day
2. Develop critical thinking skills
3. Build a vast knowledge of a time period
4. Review previous learning

Procedures:

1. The teacher provides specific thesis statement, question, or prompt or student is assigned to compose the thesis.
2. The thesis must be conducive to analytical thinking.
 - ex. **NOT** The Alien and Sedition Acts were wrong.
 - ex. **BUT** The Alien and Sedition Acts were a direct violation of the First Amendment to the U.S. Constitution, guaranteeing the right to freedom of speech.
3. Students should be instructed to direct writing to address "to what extent" the statement is true or false.
4. Evaluation rubric
 - 8-9 clear understanding of the terms and a sophisticated understanding of the events (clearly addresses the question)
 - 5-7 a basic understanding of the terms and events (addresses the question but without depth)
 - 1-4 shows a minimal understanding of the terms and events (may deal with only a portion of the question or may not answer the question at all)

Options:

1. Teacher may want to adapt the rubric to match the level of expectation to the learner and the assignment.
2. This could be adapted for pairs work where students have five minutes to list collectively relevant terms and significant events and draw a conclusion or prioritize terms and events that impacted the outcome.
3. This assignment can be used to meet several instructional strategies (For instance, pre-learning or warm-up activity, closure or evaluation, primary source evaluation, etc.)