

## Chanukah, Historically - Assessment Samples

### Sample Exit Ticket Questions

*Note to Teachers:* Exit tickets serve two main purposes:

- a. To allow the students to process what they've learned and reflect on what they do/don't know
  - b. To give the teacher information about what the students did/did not comprehend and/or master in a timely fashion so that they can, if necessary, review, clarify, and/or tweak in the next lesson.
- *Book of the Maccabees*
    1. Relative to the events, when was this account written?
    2. Why is this chronological proximity important?
    3. What was the focus of the celebration?
    4. Does this account change the way you think about Chanukah? In one sentence, explain why or why not.
  - *Al HaNissim*
    1. Where in our *tefillah* is this added?
    2. Who (possibly) authored this *tefillah*?
    3. What aspect of Chanukah is the main focus of this *tefillah*?
    4. Does *Al HaNissim* shape or change the way you think about Chanukah? In one sentence, explain why or why not.
  - *Josephus*
    1. What was Josephus' status? (Regular Jew? Elite? Kohen? Roman? Layperson? Military leader?)
    2. What name for Chanukah does Josephus introduce to us?
    3. According to Josephus, what was the focus of the celebration?
    4. Does this account change the way you think about Chanukah? In one sentence, explain why or why not.
  - Talmud *Shabbat* 21b
    1. Relative to the events, when was this account written?
    2. Why is this chronological proximity important?
    3. What was the focus of the celebration?
    4. Does this account change the way you think about Chanukah? In one sentence, explain why or why not.

Here are some **SAMPLE** exit ticket questions for multiple sources. These can also be used as **summative** and **essay** questions.

1. How did the focus of the Chanukah celebration change over time?
2. How does the vantage point of a writer impact what gets emphasized?



3. Which of the two “reasons” for Chanukah—the victory or the miracle—resonates more with you? Why is that?
4. Why do you think that the concept of Light became more important as time went on?
5. Why do you think that the idea of a miracle is FIRST mentioned in the *post*-Second Temple literature?

**Additional Options for Summative Assessments:**

1. Have students choose 2 of the Driving Questions and answer them in essay form or in an extended voice recording. It is recommended to include parameters or a rubric for what should be included.
2. Have students create four visual images (these can be done as comic strips or single pictures) depicting the vantage point of the four authors around Chanukah and what Chanukah “looks like” to them today.
3. Have students create a “playlist” of Chanukah songs and write a hashtag or “liner note” for each song that captures the focus of the song.