



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	History
<b>Topic</b>	Movement of Peoples
<b>Class Teacher</b>	Ms Harris, Mr Gray, Mr Carter, Ms Wright
<b>Head Teacher</b>	Mr I Paine
<b>Stage</b>	5 – Year 9
<b>Date Given</b>	Week 3
<b>Date Due</b>	Week 6

### **Assessment Task**

You are an Englishman/woman who is visiting America to collect evidence on the treatment of slaves. **Write a letter** of protest to your local government expressing your outrage after witnessing the punishment of a slave in America. In your letter **you must refer to the provided source and one you have found on your own.**

#### **Source: An account of the punishment dealt out to slaves**

I had often seen black men whipped, and had always, when the lash was applied with great severity, heard the sufferer cry out and beg for mercy – but in this case, the pain inflicted by the double blows of the hickory was so intense, that Billy never uttered so much as a groan; and I do not believe he breathed for the space of two minutes after he received the first strokes. He shrank his body close to the trunk of the tree, around which his arms and legs were lashed, drew his shoulders up to his head, like a dying man, and trembled, or rather shivered, in all his members. The blood flowed from the commencement, and in a few minutes lay in small puddles at the root of the tree. I saw flakes of flesh as long as my finger, fall out of the gashes in his back; and I believe he was insensible all the time he was receiving the two hundred lashes. When the whole five hundred lashes had been counted by the person appointed to perform this duty, the half dead body was unbound, and laid in the shade of tree upon which I sat. The gentlemen who had done the whipping, eight or ten in number, being joined by their friends, then came under the tree, and drank until their dinner was made ready.

**Quoted in Rev. Sunderland, *Manual on American Slavery*, S.W. Benedict, New York, 1837**

*This task will be completed in class in 45 minutes, but your teacher will help you prepare.*

Your response can be structured in the following way:

**Paragraph 1: Describe** the types of punishments that you witnessed and why you believe they are unfair (at least two reasons)

**Paragraph 2: Outline** reason number 1 in more detail and refer to the provided source

**Paragraph 3: Outline** reason number 2 in more detail and refer to your own source

**Paragraph 4: Conclusion.** Sum up your arguments

- **Absences:** If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases
- **Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. Failure to follow the above procedures may result in a zero award.
- The policies and procedures that are outlined in the Assessment booklet will be followed regarding the non-completion of assessment tasks.

<b>Glossary (Key Terms and Concepts)</b>	
Empathy	The ability to understand and share the feelings of another
Describe	Provide characteristics and features
Outline	Indicate the main features of

## Marking Criteria

### ***HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia***

1	2	3	4	5
Presents a response with limited historical information and many inaccuracies	Presents a response using some relevant and accurate historical information, but with inaccuracies	Presents a response drawing on relevant and mostly accurate historical information with some detail	Presents a response drawing on detailed, relevant and accurate historical information	Presents a sophisticated response drawing on detailed, relevant and accurate historical information

### ***HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences***

1	2	3	4	5
Takes on limited empathetic understanding	Takes on some empathetic understanding	Takes on mostly appropriate empathetic understanding	Takes on highly appropriate empathetic understanding	Takes on sophisticated empathetic understanding

### ***HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past***

1	2	3	4	5
Demonstrates limited use of historical terms and concepts	Demonstrates some use of historical terms and concepts	Mostly demonstrates appropriate use of historical terms and concepts	Demonstrates appropriate use of historical terms and concepts	Demonstrates sophisticated use of historical terms and concepts

### ***HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia***

1	2	3	4	5
Limited (one or two times) use of source	Refers to the source indirectly, two or three times in written response	Refers inconsistently and indirectly to the source in written response	Refers heavily, but indirectly to the source in written response	Refers heavily and directly to the source in written response