

Grade 8 Humanities—Oral Slavery Test

Here are the questions. You will sign up for one, which you will discuss in a small group on _____. Circle the one you have chosen.

- Each group of 4 will have 9 minutes for its discussion.
- Provide all notes of your preparation, as well as a bibliography of the sources you consulted. Use MLA specifications, including the URLs and access dates.
- On your research document, explain why your research question matters.

1. What does it mean to be a slave?
2. Why was there slavery? Why does it persist today?
3. How does slavery emotionally affect an enslaved man/woman? The slave owner?
4. What are/were the relationships between the enslaved and the free?
5. What forms do/did resistance take? Why might the enslaved not resist?
6. How can we find out about the enslaved? How reliable are the sources?

Keep in mind:

- A test is your chance to show **what you can do on your own**. While you are expected to use published material, you are also expected to create your own understanding. You may receive assistance in preparing, but **your ideas and insights should be your own**, not those of your friends, siblings, teachers, parents, or historians.
- On the test day, you may use one A4 sheet of prepared notes.

Rubric	Investigating	Communicating <ul style="list-style-type: none"> • <i>Uses appropriate style</i> • <i>Structures info & ideas appropriately</i> • <i>Creates reference list</i> 	Thinking Critically
Impressive 7-8	<ul style="list-style-type: none"> • Explains the relevance of the RQ • Effectively formulates & follows an action plan • Information is accurate, appropriate & varied • Extensive & well-chosen sources (5+) • Detailed process evaluation 	<ul style="list-style-type: none"> • Eloquent & persuasive • Can build on what is said • Correct citations 	<ul style="list-style-type: none"> • Detailed analysis (key issues, with underlying factors) • Valid, well supported arguments • Many different perspectives & their implications
EXPECTATION 5-6	<ul style="list-style-type: none"> • Describes the relevance of the RQ • Follows a sufficient action plan • Info is accurate & appropriate; minor errors • 5 appropriate info sources • Evaluates process 	<ul style="list-style-type: none"> • Articulate & effective • Can disagree civilly • Citations mostly correct 	<ul style="list-style-type: none"> • Satisfactory analysis (key issues) • Valid arguments • Different perspectives & implications
Coming 3-4	<ul style="list-style-type: none"> • Identifies relevance of RQ • Partially follows an action plan • Some relevant info; some errors • Mostly relevant sources, 3-4 • Reflects on process 	<ul style="list-style-type: none"> • Mostly clear • Listen and participates, but not interacting • Citations, but errors obvious 	<ul style="list-style-type: none"> • Simple analysis (begins to identify key issues) • Adequate arguments • Different perspectives & some implications
Limited 1-2	<ul style="list-style-type: none"> • Starts to identify the relevance of RQ • Limited following of action plan • Limited info; often inaccurate • Fewer than 3 sources; some Inappropriate • Limited reflection 	<ul style="list-style-type: none"> • Not so clear • Limited participation • Incorrect citation format 	<ul style="list-style-type: none"> • Limited (difficulty in identifying key issues) • Simple arguments • Identifies different perspectives
Oh No! 0	<i>Does not reach any of the standards</i>	<ul style="list-style-type: none"> • Unprepared & ineffective • Distracted & distracting • No citations 	<i>Does not reach any of the standards</i>

