**Pol Pot and the Cambodian Genocide**

**Student Grade Level: 6th & 7th Grade**

**Lesson Content Area: World History**

**Two 45-minute class periods**

**Rationale:**

Imagine yourself living through your normal daily routine until one day; your country is being taken over by a new government. This government turns back the clock from 12/5/2011 to year zero, day 1. Some of the frightening things that you notice is that computers, TV’s, watches and cameras are being destroyed by government soldiers because these items separate you from the peasants. The next thing that you notice is that anyone who is wearing glasses are killed because they are marked as being educated and cannot be re-educated. The process of your education is that you become a peasant farmer; just like everyone else. The worst crime that you can commit is the crime of being an individual. This is how Pol Pot and the Khmer Rouge ruled the people of Cambodia for over three years. Their genocide in this timeframe was responsible for over two million deaths.

**Objectives:**

* Recognize the type of economy that the Khmer Rouge was operating in Cambodia
* Develop an understanding of the type of society that was implemented under the rule of Pol Pot and the Khmer Rouge
* Make a distinction of how the regime of the Khmer Rouge would be considered by people as a crime of genocide

**WV CSO’s:**

**This lesson can be used for either 6th or 7th grade classes.**

Civics

SS.7.C.1= classify and compare various forms of government through the Age of Imperialism (e.g., democracy, dictatorship, socialism)

Economics

SS.6.E.1= compare and contrast the basic characteristics of communism, capitalism, and socialism

SS.7.E.5= examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., diseases and war)

History

SS.6.H.CL4.3= summarize the events of the Cold War (e.g., Korean Conflict, Vietnam)

SS.6.H.CL4.4= describe the rise of the Communist Party in China

**Lesson Materials**

* Paper
* Pencil
* Dry erase board (wall)
* Smart Board
* Overhead Projector
* Computer with Internet access
* iPads for any student with a vision impairment (if available)

**Assistive Technology for Students with Disabilities:**

* Personal FM listening devices for students with hearing impairments
* Closed Captioning when the documentary is being viewed
* Magnifying glass for students to view lesson guide who suffer from visual impairments
* iPads for children with vision impairments
* Pencil grips for any student who may have motor impairments

**Condition:**

For this class session, we are going to focus on how a Communist influenced form of government took over the entire country of Cambodia from 1975 through 1978. The class will learn about how a regime called the Khmer Rouge and their leader Pol Pot was able to eliminate schools, currency, and religion from the people who lived in this oppressed form of society. Furthermore, the class will learn about how people who lived through this regime had to be ‘re-educated.’ If people showed any individuality they were murdered and buried in the “killing fields.” Finally, the class will learn about the reason why the U.S. turned a blind eye to the accusations of the massacres that were taking place in Cambodia during the era of the Khmer Rouge.

**Anticipatory Sets:**

* Killing Fields-mass graves for people who could not be ‘re-educated’ There were about 20,000 of them in Cambodia
* Angkor-the world who watches over you
* Re-education-what your new life and your profession is

**Role Play Method**:

1. At the beginning of class, the teacher will start counting the students from one to five. Once everyone has their selected number, the teacher will assign the roles to the students.

* 1=Khmer Rouge soldier
* 2=Khmer Rouge high official
* 3=peasant farmer
* 4=prisoner
* 5=journalists

The teacher is going to talk about the Khmer Rouge and the Cambodian genocide. The pre-genocide era of Cambodia was during the time period of the American war in Vietnam. Before April 1975, America backed the Cambodian dictator, Lon Nol. America backed Nol because he was an outspoken anti-Communist, and the U.S. was trying to keep Cambodia from becoming another Communist country. Even though Lon Nol was a U.S.-sponsored dictator, Nol was very corrupt. American involvement in the country set the stage for the radical Cambodian Communist revolutionaries (the Khmer Rouge and their leader Pol Pot). As Samantha Power states, “British journalist William Showcross and others have argued that the Khmer Rouge (KR) ranks swelled primarily because of U.S. intervention” (2002, p.94). On April 17, 1975, the Khmer Rouge took over the capital city of Phnon Penh. The new regime turned the clocks back to year zero, day one. In a two-day period, KR soldiers demanded that everyone flee the city under the false threat that an American B-52 bombing raid was going to take place. As Power explains, “over the next few days, more than two million people were herded onto the road. KR soldiers slashed the tires of cars around the capital, and citizens trundled along on foot, moving no quicker than a half a mile an hour” (2002, 88). **This introduction should take five minutes.**

**2. Now the teacher will present 2 YouTube clips that will last five minutes a clip. It will be followed up by a recap that will last five minutes.**

**Pol Pot: Cambodia Killing Fields (parts 1 & 2)**

<https://www.youtube.com/watch?v=6q0EgUQNaDQ&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R>

<https://www.youtube.com/watch?v=BP8RVziFuSU&index=2&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R>

During this recap, ask students how life would be like as a peasant farmer in this “great leap forward” as Pol Pot referred to it in the video clip? Would anyone in class like to live in an economic society without any money, no schools, hospitals, churches or sports? How do you feel about a personality being considered a crime in the KR? Try to see what reactions or responses that you would get from students. Maybe some students in class would be happy to live in a society where you didn’t have to go to school. You can reply to that response by saying, “but do you think that you would be happy to live in a society as being a peasant farmer for the rest of your life?”

Ask the students what life would like as a KR soldier; to have to kill people who didn’t deserve to die. Would that weigh down on your conscious? Ask a question to the journalists if they think that Cambodia under the Khmer Rouge is really taking the great leap forward in society? Ask a journalist in class, “Do you think that the government is progressing under the Khmer Rouge? Where are all of the hospitals? Why is a third of the population dying from hunger?” The reason the teacher is asking these questions is in order to give the students a good idea in how to think through the role of their character. Now the teacher will show two more YouTube clip in order to get the view of the character of a prisoner. This clip will be a good way to get a good summary of the KR and the genocide.

**The YouTube clip will take thirteen minutes to show: Cambodia Killing Fields (parts 3 & 4)**

[www.youtube.com/watch?v=iqzpZfgJFlQ&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R&index=3](http://www.youtube.com/watch?v=iqzpZfgJFlQ&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R&index=3)

Let’s do some role playing. Each group will have a Khmer Rouge high official, a Khmer Rouge soldier, a peasant farmer, a prisoner, and a journalist. **With the final twenty-five minutes of time left, go to each group.** Give the journalist in the group a sheet of paper. The journalists will ask the following questions to each character. The teacher will go through each group one at a time.

Khmer Rouge high official: Do you think everyone that you killed deserved to die?

\*See if the student will act like Nuan Chea and have a response like, “we didn’t kill many people, just the bad people.” Responses such as these from the high official students will give the teacher a good idea that the student is playing their role quite well.

Khmer Rouge soldier: When you were photographing the prisoners before they died, did you notice any expressions of defiance on their faces? An example of a good response, “I did see defiance in the face of the prisoners. Some prisoners were actually happy that it was going to be over soon.

Peasant Farmer: Did you have a profession before you were “re-educated”? Example of a good answer, “I don’t remember that time, I was always a farmer” or, “I was a doctor, but I will never let them know it or I will be killed.”

Prisoner: What was going through your mind when the KR soldiers were interrogating you for crimes that you had no knowledge of? Example of a good answer, “I didn’t know anything that they were accusing me of” or, “dead or alive, we are no gain or no loss to the KR.”

**Assessment:**

The students will write a one-to-two paragraph reflection of the type of character that they were assigned to in the role playing activity. The students will hand in their assignment in the next class session. Before they turn in their paper, they will give an oral briefing of the type of character that they portrayed.

**Homework Assignment:**

Questions:

Khmer Rouge high official: Do you think everyone that you killed deserved to die?

Khmer Rouge soldier: When you were photographing the prisoners before they died, did you notice any expressions of defiance on their faces?

Peasant Farmer: Did you have a profession before you were “re-educated”?

Prisoner: What was going through your mind when the KR soldiers were interrogating you for crimes that you had no knowledge of?

**Evaluation Rubric – Writing Assignment**

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Points** | **Criteria** | **Score** |  |  | | 4 | Debriefs a great deal of information--all relates to the character role  Completed all activity assignments on time  Always does the assigned work without having to be reminded |  |  |  | | 3 | Debriefs some basic information--most relates to the character role  Hands in most activity assignments on time  Usually does the assigned work--rarely needs reminding |  |  |  | | 2 | Debriefs very little information--some relates to the character role  Hands in most activity assignments late  Rarely does the assigned work--often needs reminding |  |  |  | | 1 | Does not debrief any information that relates to the character role  Does not complete activity assignments  Hands in very limited work |  |  |  | | 0 | Does not debrief any information that relates to the character role  Does not complete activity assignments  Does not hand in the assignment at all |  |  |  | |

**Bibliography:**

Power, Samantha. “A Problem From Hell” America and the Age of Genocide. Basic Books, New York, New York. 2002.

**YouTube Video Clips:**

**Cambodia Killing Fields (parts 1-4)**

<https://www.youtube.com/watch?v=6q0EgUQNaDQ&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R>

<https://www.youtube.com/watch?v=BP8RVziFuSU&index=2&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R>

[www.youtube.com/watch?v=iqzpZfgJFlQ&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R&index=3](http://www.youtube.com/watch?v=iqzpZfgJFlQ&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R&index=3)

<https://www.youtube.com/watch?v=lBtaUEA64k0&list=PLWvahZRxLnLO5hMRP9ckmtNU-oECfIo3R&index=4>

**Mao Zedong and the Red Guard**

**Student Grade Level: 6th & 7th Grade**

**Lesson Content Area: World History**

**Two 45-minute class periods**

**Rationale:**

Imagine that you were going through your usual day. On TV, you see the president of the United States making an address to the nation right in front of 100,000 people while you see the Lincoln Memorial is used as the background. The president shouts out to the youth in the audience. He tells the youth that politics in America must take a great leap forward, the revolution starts now. Your targets are intellectuals, teachers, the wealthy, and authority. Old customs and culture of America must be destroyed. The president replies, “You only need to listen to me, if your parents get in your way, destroy them too.” The next thing you know, the mob of young people start bashing, destroying, and spraying graffiti on the Lincoln Memorial.

Six months go by; you notice that students at school started attacking teachers and the principal. All of your friends in school are part of the President’s “Red Guard”. Teachers are humiliated, beaten, paraded in front of the school as the enemy of the country. They’re forced to wear dunce caps while onlookers victimize them. In some extreme cases, teachers are even killed by your friends in the Red Guard. It doesn’t stop there. Doctors, artists, soldiers, and your friends’ parents are also victims of these horrific acts of violence. Now, do you join the Red Guard with your friends and blindly follow the president, or do you turn down the opportunity and stay with your parents? This is how Mao Zedong led the Cultural Revolution in China. During this revolution over one million people died in China; just for the sake Mao Zedong’s own personal gain.

**Objectives:**

* Identify what type of economy or government that was in control under Mao Zedong (Communism)
* Determine if Mao’s Cultural Revolution could happen in places such as the United States
* Analyze if the Red Guard changed life in China for better or worse
* Describe why Mao Zedong had so much power and influence over China

**WV CSO’s:**

**This lesson can be used for either 6th or 7th grade classes.**

Civics

SS.7.C.1= classify and compare various forms of government through the Age of Imperialism (e.g., democracy, dictatorship, socialism)

Economics

SS.6.E.1= compare and contrast the basic characteristics of communism, capitalism, and socialism

SS.7.E.5= examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., diseases and war)

History

SS.6.H.CL4.3= summarize the events of the Cold War (e.g., Korean Conflict, Vietnam)

SS.6.H.CL4.4= describe the rise of the Communist Party in China

**Lesson Materials**

* Paper
* Pencil
* Dry erase board (wall)
* Smart Board
* Overhead Projector
* Computer with Internet access
* iPads for any student with a vision impairment (if available)

**Assistive Technology for Students with Disabilities:**

* Personal FM listening devices for students with hearing impairments
* Closed Captioning when the documentary is being viewed
* Magnifying glass for students to view lesson guide who suffer from visual impairments
* iPads for children with vision impairments
* Pencil grips for any student who may have motor impairments

**Condition:**

For the next two class periods, we’re going to discuss about how a Chinese Communist leader (Mao Zedong) used the Cultural Revolution not because he cared about the country and its people, because Mao still wanted to keep his power and control over the People’s Republic of China. As Frank Dikotter states, “the Cultural Revolution was all about Mao settling scores with his colleagues and subordinates and turning people against each other to shore up his power. People were tortured to extract confessions, and many people were beaten to death” (2016, p.10). As a result of Mao’s agenda for personal gain, this revolution destroyed the country and scarred millions of Chinese people. As Dikotter describes, “people were pitted against each other, were obliged to denounce family members, colleagues, friends. It was about loss of trust, loss of friendship, loss of faith in other human beings, loss of predictability in social relationships. And that really is the mark that the Cultural Revolution left behind” (2016, p.10). The most interesting thing about the Cultural Revolution is that Mao recruited the Chinese student youth to carry out and enforce his idea of how the country should be run. Mao specifically reached out to students your age (12, 13 years old) to carry out the Cultural Revolution against anyone who opposed them, even if it’s their own family members.

**Anticipatory Sets:**

* Communism-a way of organizing a society in which the government owns the things that are used to make and transport products (such as land, oil, factories, ships, etc.) and there is no privately owned property
* Capitalism-a way of organizing an economy so that the things that are used to make and transport products (such as land, oil, factories, ships, etc.) are owned by individual people and companies rather than by the government
* Agenda-a plan or goal that guides someone's behavior and that is often kept secret
* Factions-a group within a larger group that has different ideas and opinions than the rest of the group

**Procedure:**

I will present the class with a 10-slide PowerPoint Presentation on the Cultural Revolution. I will spend the first class period on discussing with students the contents of each slide.

Slide 2: Any ruminants of Ancient Chinese culture is ordered by Mao to be destroyed by his Red Guard (Chinese students). As Dikotter writes, “They vandalized shops. They turned over street signs with names that came from the pastor invoke a feudal culture. They will vandalize churches, tear down temples, overturn tombstones, and burn books in public-massive bonfires” (2016, p.7). I’ll ask the class, “How would you feel if a big group of young people went to your church and started demolishing it?” What about if people were tearing down the Charleston Capital building?

Slide 3: In regards to the content on this slide, the Red Guards start beating teachers, tearing their hair out. There were even cases of people being caned to death, even burned to death.

Slide 5: This is a description of the Red Guard. As Dikotter describes, “Red Guards are students who, over the summer, start donning uniforms and use a red armband to signify that they are the soldiers. They are students who identify themselves as defenders of Mao Zedong and Mao Zedong thought” (2016, p.8). They blindly follow Mao’s ideology.

Slide 7: Mao’s Little Red Book was literally China’s Bible during the Cultural Revolution. When everything in life such as individualism, art (painting and music), and personal wealth is forbidden, this book is the only thing that is encouraged in Chinese society. Some people can recite the whole book by heart. All this book consisted of was Mao’s own quotes or citations.

Now, Class will watch Declassified Chairman Mao from the History Channel. The video lasts 45 minutes. Students will complete a worksheet that accompanies this documentary.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Declassified: Chairman Mao

1. Mao Zedong instilled a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ society with the influence of Karl \_\_\_\_\_\_\_\_ and Vladimir \_\_\_\_\_\_\_\_\_ in order to create a utopian, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ society.
2. Mao could lead a \_\_\_\_\_\_\_\_\_\_\_, but he couldn’t run a country well.
3. Mao turns to the Soviet Union and buys into their economy. What are the three main ideals of a Communist society?

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1. Mao instructs “The Great Leap Forward.” This results in a famine that was responsible for \_\_\_\_ million deaths.
2. The CIA reports that starving Chinese citizens are resorting to \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to survive.
3. Madam Mao \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chinese culture. All \_\_\_\_\_\_\_\_ were made by Madam Mao, the Red Empress.
4. Mao was our universe, our god. Children learn to write \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ name before they learn how to write their own name.
5. In 1964, the CIA trains \_\_\_\_\_\_\_\_\_\_\_\_\_ guerillas at a covert mountain base in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for secret operations against China.
6. Destroy any names of \_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that have names which represent old Chinese culture.
7. Making \_\_\_\_\_\_\_ was bad in Mao’s China.
8. The director of China’s military was \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_. This is when Biao circulates \_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_ of Mao’s citations. This became a huge phenomenon.
9. In 1965, The CIA secretly plans to extend the U.S. bombing campaign of North Vietnam into mainland \_\_\_\_\_\_\_\_\_\_\_\_.
10. For Mao’s \_\_\_\_\_\_\_\_\_\_, stations are cleared of people whenever he travels by \_\_\_\_\_\_\_\_\_\_. Security personnel pose as vendors to make the stations look normal.
11. In August 1966, The \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ is let loose. They destroy old \_\_\_\_\_\_\_\_\_\_\_, humiliate intellectuals and \_\_\_\_\_\_\_\_\_\_\_\_\_\_, beat their own parents, and participate in the mass slaughter of their \_\_\_\_\_\_\_\_\_\_\_ rivals.
12. The Red Guard is ready to tear up the country. Mao will rebuild the country for \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
13. \_\_\_\_\_\_\_\_\_\_\_\_\_ are the first target. Children have power over adults if they stick to the party line.
14. \_\_\_\_\_\_\_\_\_\_\_\_ of The Red Guard were paraded through the streets on their way to struggle sessions; designed to rile up the masses.
15. People are forced to denounce their own \_\_\_\_\_\_\_\_\_\_\_\_\_.
16. Chinese \_\_\_\_\_\_\_\_\_ test new operating procedures on elderly \_\_\_\_\_\_\_\_\_\_\_\_\_ to make sure that they won’t kill the aging Chairman Mao.
17. Mao kills millions of his own \_\_\_\_\_\_\_\_\_ in pursuit of his own political ideology.
18. September 9, 1976, Mao dies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ at age 83.

**Final Assignments for Cambodian Genocide and Cultural Revolution**

1. Students will complete a compare and contrast chart for Pol Pot and Mao Zedong.
2. Completion essay about Pol Pot and Mao Zedong.

* In regards to Mao Zedong and Pol Pot, which dictator caused more harm to their country? Did either dictator have good intentions for their people when they were placed into power? Please provide details to your answer.
* If Mao Zedong was ruler of Cambodia and Pol Pot ruled in China, would their reign of terror have been different or the same? Please explain why.
* Why did Mao Zedong and Pol Pot target intellectuals in both of their countries? Why was it important for Pol Pot and Mao Zedong to target these people?
* Both Pol Pot and Mao Zedong believed that the worst type of person was the individual in their societies? Why was an individual forbidden in Pol Pot and Mao’s world?

**Bibliography:**

Dikotter, Frank. The Cultural Revolution: A People’s History. Bloomsbury Press, USA, 2016.

**YouTube Video Clip**

**Declassified: Chairman Mao**

<https://www.youtube.com/watch?v=HXMMzL5THPk>

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| |  | | --- | | **Persuasive Essay : Pol Pot and Mao Zedong**  Teacher Name: **Mr. Smith**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** | **Score** |
| **Support for Position** | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader\'s concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |  |
| **Evidence and Examples** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\'s position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author\'s position. | Evidence and examples are NOT relevant AND/OR are not explained. |  |
| **Accuracy** | All supportive facts and statistics are reported accurately. | Almost all supportive facts and statistics are reported accurately. | Most supportive facts and statistics are reported accurately. | Most supportive facts and statistics were inaccurately reported. |  |
| **Transitions** | A variety of thoughtful transitions are used. They clearly show how ideas are connected | Transitions show how ideas are connected, but there is little variety | Some transitions work well, but some connections between ideas are fuzzy. | The transitions between ideas are unclear OR nonexistent. |  |
| **Grammar & Spelling** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |  |
| **Capitalization & Punctuation** | Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read. | Author makes a few errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. | Author makes several errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow. |  |