



UNDERSTANDING
SACRIFICE

Activity: We Did Not Surrender: The POW Experience in the Philippines



Guiding question:

How did American prisoners of war survive the war in the Pacific?

DEVELOPED BY NICOLE WINTER

Grade Level(s): 9-12

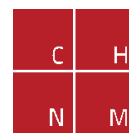
Subject(s): Social Studies

Cemetery Connection: Manila American Cemetery, San Francisco National Cemetery

Fallen Hero Connection: Private Evans Overbey, Lieutenant Colonel Charles Leinbach



NHD
NATIONAL
HISTORY DAY



ROY ROSENZWEIG
Center FOR
History AND
New Media

Overview

Using primary sources from Pacific Theater veterans including memoirs, testimonies, and photographs, students will investigate the capture, camp experience, and means of survival of prisoners of war at the Cabanatuan POW Camp in the Philippines.

Historical Context

The Third Geneva Convention established international rules for the treatment of prisoners of war in 1929. However, after the Japanese attacked the Philippines in December 1941 and took control of the islands in April 1942, they forced Allied soldiers to march across the Bataan Peninsula with little water, food, or rest in the hot, tropical climate of the Philippines. Some stragglers that could not keep up on the march were executed at point blank range by the Japanese. Approximately 75,000 Americans and Filipinos were forced on the Bataan Death March. Once they arrived at Camp Cabanatuan, prisoners endured food shortages, brutal physical conditions, and life-threatening diseases. While thousands died as a result, others were able to survive the conditions until a dramatic rescue, initiated by the U.S. Army Rangers, saved hundreds in January 1945.

Objectives

At the conclusion of this lesson, students will be able to

- Describe the experience of Pacific prisoners of war in the Bataan Death March and the Cabanatuan Camp; and
- Recognize, in writing, the survival and sacrifice of the soldiers who were held as prisoners in the Pacific.



“Private Evans Overbey experienced the horrors of the Bataan Death March and succumbed to the poor conditions of the prisoner of war (POW) camp at Cabanatuan, Philippines. This lesson offers personal connections to the POW experience in the Pacific through my Fallen Hero, as well as other camp survivors. Though little is known about Overbey before the war, it is important to recognize the physical and mental challenges he faced despite an international effort to guarantee his humanitarian treatment. We honor his sacrifice by learning more about his experience.”

— Nicole Winter

Winter teaches at Cosby High School in Midlothian, VA.

Standards Connections

Connections to Common Core

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Connections to C3 Framework

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Documents Used ★ indicates an ABMC source

Primary Sources

Aaron Clyde Hopper, "My Most Vivid Experiences as an American Prisoner of War of the Japanese During World War II," 2011 (excerpt)

Veterans History Project, Library of Congress

<http://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.01648/pageturner?ID=pm0001001&page=21>

Convention Between the United States of America and Other Powers, Relating to Prisoners of War, 1929 (excerpt)

Avalon Project, Yale Law School

http://avalon.law.yale.edu/20th_century/geneva02.asp#art9

Eugene Jacobs, *Zero Ward at Cabanatuan*, 1942

Eugene Jacobs Papers, U.S. Army Heritage and Education Center (59108285)

Eugene Nielsen, "A Survivor of the Palawan Massacre," 2003 (excerpt)

American Experience, PBS

Grady T. Ellis, Testimony of Illegal Acts by Japanese in Philippines, 1945 (excerpt)

National Archives and Records Administration (Record Group 331, Box 1994)

Henry Lee, "Death March"

The English Association

<http://warpoets.org.uk/worldwar2/poem/death-march/>

Raymond H. Knapp, Testimony of Illegal Acts By Japanese in Philippines, 1945 (excerpt)

National Archives and Records Administration (Record Group 331, Box 1994)

Ken Wheeler, "For My Children"

Defenders of the Philippines

http://philippine-defenders.lib.wv.us/pdf/bios/wheeler_ken_bio.pdf

Photograph, *The March of Death*, May 1942

National Archives and Records Administration (532548)

<https://catalog.archives.gov/id/532548>

"On the Homefront: Oral and Charles Cheney," 2003 (excerpt)

American Experience, PBS

Roy Jolma, "POW 972," 1995 (excerpt)

Veterans History Project, Library of Congress

<http://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.01479/pageturner?ID=pm0001001&page=51>

William E. Dyess, *The Dyess Story: The Eye-Witness Account of the Death March from Bataan and the Narrative of Experiences in Japanese Prison Camps and of Eventual Escape*. New York: G.P.

Putnam's Sons, 1944 (excerpt).

Secondary Sources

Evans E. Overbey Fallen Hero Profile ★

American Battle Monuments Commission

<http://abmceducation.org/understandingsacrifice/soldier/evans-overbey>

World War II: A Visual History ★

American Battle Monuments Commission

https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

Materials

- POW Graphic Organizer

- Primary Source Packet: Capture
- Primary Source Packet: Camp
- Primary Source Packet: Survival
- Assessment Rubric
- Projector
- Computer with internet capability to access *World War II: A Visual History*

Lesson Preparation

- Make one copy of the POW Organizer and The Convention Between the United States of America and Other Powers for each student.
- Make one copy each of the Primary Source Packets (Capture, Camp, Survival) for each group of three students. Each group will need all three Primary Source Packets.
- Arrange students in groups of three students each.
- Set up classroom technology, if necessary.
- Test all online resources before class.

Procedure

Activity One: The Geneva Convention (15 minutes)

- Ask students to individually read the excerpt of the Convention Between the United States of America and Other Powers, Relating to Prisoners of War, Articles 10-14, and summarize each article in one sentence using the POW Organizer.
- Using a computer and projector, have the whole class observe *World War II: A Visual History*. To access, click "Enter" and then select "Philippine Islands Campaign."
 - Ask students to read the summary and watch the video clip that describes the Japanese invasion of the Philippine Islands in December 1941.
- Ask each student to write predictions on the POW Organizer regarding the treatment of Allied soldiers during their capture and as prisoners in the camp.

Activity Two: Source Analysis (20 minutes)

- Move students into groups of three students each.
- Ask students to take a Primary Source Packet (either Capture, Camp, or Survival) and divide the documents amongst themselves so that each student has one document to examine or read from the first packet. There may be extra documents so that students can choose one that most appeals to them.
- Ask each student to list three pieces of evidence from his document in the POW Organizer and complete a reflection of that document using one of the sentence starters.

- Repeat the process for the other two Primary Source Packets until their POW Organizer is complete. At the end of this process, each student will have examined three documents, one from each Primary Source Packet, different from those selected by their partners.

Activity Three: Small Group Discussion (15 minutes)

- Ask each group of students to participate in a small group discussion sharing their insights and reflections from the documents regarding the treatment of prisoners of war.
- Ask students to share some of their discussion points with the entire class.

Assessment

- Ask students to write a persuasive letter advocating greater recognition of the sacrifice and survival efforts of Pacific prisoners of war after reading the ABMC biography of Private Evans Overbey. These can take the form of letters to the editor of local newspapers or letters to local government officials. Students will include evidence from their POW Organizers as support for their arguments.
- The Assessment Rubric can be used to evaluate final letters.

Methods for Extension

- Students can investigate the process and results of the Tokyo War Crimes Tribunal after World War II.
- Students can compare and contrast the experience of American POWs in World War II with that of Axis POWs under American control.
- Students can research the current international rules for POW treatment.

Adaptations

- Teachers can create heterogeneous groups of students with varied abilities and reading levels to support deeper analysis and discussion within the group.
- Students with reading challenges can opt to analyze visual documents.
- Students can design a monument to honor the experiences of prisoners of war in lieu of a written assessment.

Convention Between the United States of America and Other Powers, Relating to Prisoners of War, 1929, Articles 10-14

Avalon Project, Yale Law School

SECTION II. PRISONERS-OF-WAR CAMPS.

CHAPTER 1. Installation of Camps.

ARTICLE 10.

Prisoners of war shall be lodged in buildings or in barracks affording all possible guarantees of hygiene and healthfulness.

With regard to dormitories the total surface, minimum cubic amount of air, arrangement and material of bedding-the conditions shall be the same as for the troops at base camps of the detaining Power.

CHAPTER 2. Food and Clothing of Prisoners of War.

ARTICLE 11.

The food ration of prisoners of war shall be equal in quantity and quality to that of troops at base camps.

Furthermore, prisoners shall receive facilities for preparing, themselves, additional food which they might have.

Sufficiency of potable water shall be furnished them. The use of tobacco shall be permitted. Prisoners may be employed in the kitchens.

All collective disciplinary measures affecting the food are prohibited.

ARTICLE 12.

Clothing, linen and footwear shall be furnished prisoners of war by the detaining Power. Replacement and repairing of these effects must be assured regularly. In addition, laborers must receive work clothes wherever the nature of the work requires it.

Canteens shall be installed in all camps where prisoners may obtain, at the local market price, food products and ordinary objects.

Convention Between the United States of America and Other Powers, Relating to Prisoners of War, 1929, Articles 10-14 cont.

Avalon Project, Yale Law School

CHAPTER 3. Sanitary Service in Camps.

ARTICLE 13.

Belligerents shall be bound to take all sanitary measures necessary to assure the cleanliness and healthfulness of camps and to prevent epidemics.

Furthermore, and without Prejudice to baths and showers of which the camp shall be as well provided as possible, prisoners shall be furnished a sufficient quantity of water for the care of their own bodily cleanliness.

It shall be possible for them to take physical exercise and enjoy the open air.

ARTICLE 14.

Every camp shall have an infirmary, where prisoners of war shall receive every kind of attention they need. If necessary, isolated quarters shall be reserved for the sick affected with contagious diseases.

Prisoners affected with a serious illness or whose condition necessitates an important surgical operation, must be admitted, at the expense of the detaining Power, to any military or civil medical unit qualified to treat them.

POW Graphic Organizer

Convention Between the United States of America and Other Powers, Relating to Prisoners of War, 1929, Articles 10-14 (excerpt)
Avalon Project, Yale Law School

Summarize each article in one sentence.

Article 10 - _____

Article 11 - _____

Article 12 - _____

Article 13 - _____

Article 14 - _____

Learn more about the Philippine campaign: view the *World War II: A Visual History* Interactive Timeline at https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

POW Graphic Organizer cont.

As you read the primary source for each category, collect three pieces of evidence regarding the treatment of POWs. Then reflect on the document by using one of the sentence starters.

Example of evidence include...

- Types of Treatment
- Statistics
- Elements of visuals

Sentence Starters:

- I was surprised that...
- This reminded me of...
- A question I still have is...

EVIDENCE	REFLECTION
<p>Capture – Bataan Death March</p> <ul style="list-style-type: none"> • • • 	
<p>Camp – Cabanatuan POW Camp</p> <ul style="list-style-type: none"> • • • 	
<p>Survival</p> <ul style="list-style-type: none"> • • • 	

Primary Sources Packet: Capture

Document One

Henry Lee, "Death March"
The English Association

So you are dead. The easy words contain
No sense of loss, no sorrow, no despair.
Thus hunger, thirst, fatigue, combine to drain
All feeling from our hearts. The endless glare,
The brutal heat, anesthetize the mind.
I can not mourn you now. I lift my load,
The suffering column moves on. I leave behind
Only another corpse, beside the road.

Primary Sources Packet: Capture cont.

Document Two

Photograph, *The March of Death*, May 1942

National Archives and Records Administration (532548)



Primary Source Packet: Capture cont.

Document Three

Raymond H. Knapp, Testimony of Illegal Acts By Japanese in Philippines, 1945 (excerpt)
National Archives and Records Administration (Record Group 331, Box 1994)

"It was my thought that the safest way to make this march was to keep at the head of the column and to make the march in as short a time as possible. The reason for my decision was that it soon became apparent to me that the Japanese were not going to feed us on the march nor permit us to secure any water, and that stragglers would be bayoneted or otherwise killed along the march. We would often pass an American-made Artesian well. The Japanese guards would let a few Prisoners of War get water in their canteen cups and then refuse to let anyone else near the well under the threat of death. Such treatment increased my desire for water tremendously as it did all the other Prisoners of War. For practically all of the Prisoners of War, the entire march was made without water and without food. While we were at Balanga, we Prisoners of War were lined up in a chow line, and we could see food cooking and could smell it. While we were supposedly waiting for the chow line to begin moving, the Japanese guards had another inspection. The Japanese guards claimed that they found a 45 automatic in the duffle bag of an American Officer. We were immediately marched out of the chow line, no one at all having been fed, and were marched into a neighboring field. There we were given about a two hour 'sun treatment' still without water or food. The heat in the field in our dehydrated bodies was almost unbearable. Immediately after this cruel treatment, we were again formed into a column and, those of us who made it, marched for twenty-two hours without a break to the end of the march at San Fernando, Pampanga."

Primary Source Packet: Capture cont.

Document Four

Grady T. Ellis, Testimony of Illegal Acts by Japanese in Philippines, 1945 (excerpt)
National Archives and Records Administration (Record Group 331, Box 1994)

"I walked with about 100 other prisoners in a group, which was originally formed from the regular companies but after a few days became very disorganized. Many of the men would fall out along the line of march and would be shot or bayoneted [sic] by the guards and left to die. If any of our men were caught trying to help a faltering soldier he would also be shot, bayoneted [sic] or clubbed with the butt of a rifle by the Japanese guards. We were forced to march nine days without food except that given us by the Filipinos along the way. On one occasion we marched for two days and nights without a break, and at one point we were kept in a wire stockade for three days, two of which it rained and then resumed our march which took a total of fourteen days."

Primary Sources Packet: Camp

Document One

Aaron Clyde Hopper, "Most Vivid Experiences as an American Prisoner of War of the Japanese During World War II," 2011

Veterans History Project, Library of Congress

"Shortly after arriving in Cabanatuan, we observed three almost naked prisoners being tortured by being beaten while tied to poles in an upright position in the hot tropical sun. This lasted for a couple of days. Then, one morning as we were lined up for a portion of watery rice, these prisoners were marched over to a point a short distance across the fence in the front of us and made to dig a shallow trench. At last, when they were finally forced to stand in the trench, I turned my head and closed my eyes. After an extremely long delay that seemed like an eternity, I glanced up at the wrong time just as they were shot and slumped into their graves. At this profoundly sad moment, I could not keep from thinking that they were probably better off. We were told that they had attempted to escape. At some point after this, we were placed in 10-man squads with the stipulation that if one man escaped, the other nine would be shot."

Primary Sources Packet: Camp cont.

Document Two

William E. Dyess, *The Dyess Story: The Eye-Witness Account of the Death March from Bataan and the Narrative of Experiences in Japanese Prison Camps and of Eventual Escape*. New York: G.P. Putnam's Sons, 1944 (excerpt).

"About 1 June 1942 the American prisoners of war [at Camp O'Donnell] were removed ... to the Cabanatuan Concentration Camp, where they met the prisoners from Corregidor. Conditions were slightly improved, though the camp was still filthy and overcrowded. Rice remained the principal item of diet, although mung beans, juice, and small fried fish were sometimes issued. In one instance three chickens were issued for 500 men. The Japanese later stated in their propaganda that they were feeding the prisoners of war chicken and eggs.

"Officers were not forced to work at Cabanatuan. The Japanese continued to beat working prisoners. Attempts to escape were punished by death. Lieutenant Colonel Biggs, Lieutenant Breitung and Lieutenant Gilbert, USN, were caught. The Japanese stripped them, tied them to a post in front of the camp gate, and forced passing Filipinos to beat them across the face with a two-by-four board. The officers were kept in the blazing sun for two days without water. Colonel Biggs was then beheaded and the other two were shot."

Primary Sources Packet: Camp cont.

Document Three

Ken Wheeler, "For My Children," (excerpt)

Defenders of the Philippines

"Disease was rampant in the camp. Already there was ahead of us what remained of the American troops from Bataan. These were the survivors of the "Death March" and the infamous Camp O'Donnell ordeal which followed. The majority of the prisoners had malaria or dysentery or both, and medical care was virtually hopeless since our own doctors were sick as well and none had enough medicine to really help. The Japanese guards seldom came inside the barbed wire enclosures, and then only with masks on. They threw our [] over the fence once each day and the remaining time kept their distance in the guard towers and sentry positions. Our pleas for help went completely unheeded. The comparatively well prisoners had great difficulty caring for the sick and the death rate was very high. We lost upwards of thirty men each day for the first three months, not counting those who were executed.

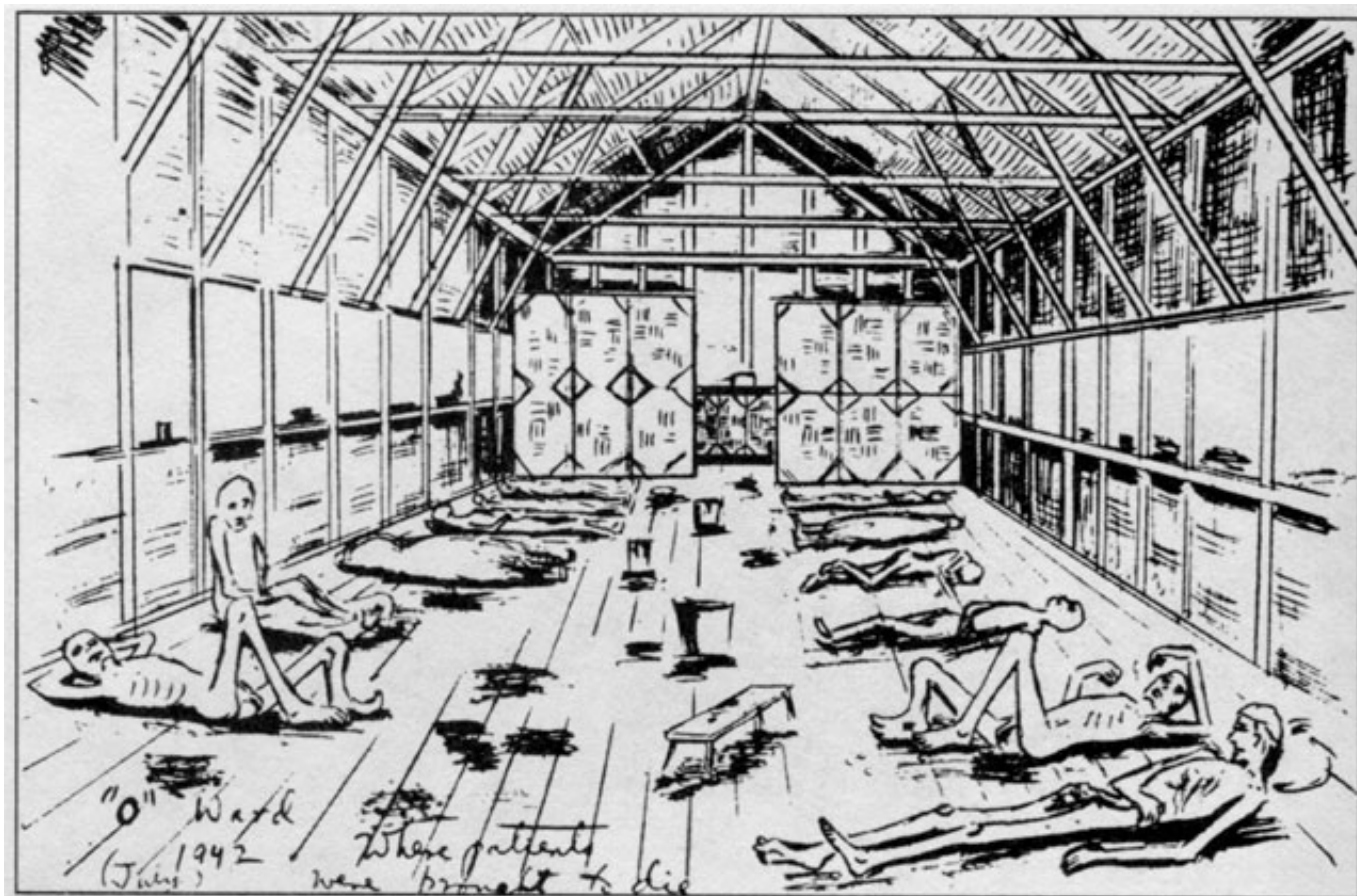
"Dietary deficiencies such as beriberi, scurvy and pellagra soon began to appear, causing acute discomfort, pain and numerous deaths. An epidemic of diphtheria likewise took an enormous toll of life before some anti-toxin was smuggled into the camp by Catholic priests under their vestments. The Filipino or European priests were at first allowed into the camp to hold mass on Sundays and did much good, but this privilege was soon withdrawn like so many other small concessions allowed for short periods only."

Primary Sources Packet: Camp cont.

Document Four

Eugene Jacobs, *Zero Ward at Cabanatuan*, 1942

Eugene Jacobs Papers, U.S. Army Heritage and Education Center (59108285)



Primary Sources Packet: Survival

Document One

Eugene Nielsen, "A Survivor of the Palawan Massacre," 2003 (excerpt)
American Experience, PBS

"Utah native Eugene Nielsen, private first class in the 59th Coast Artillery, was one of the few who escaped. Filipino guerrillas transported the survivors to the island of Morotai, where Nielsen described his experience to an Army intelligence officer. "...They were bayoneting guys down low and making them suffer. They shot or stabbed twelve Americans and then dug a shallow grave in the sand and threw them in. Some of these men were still groaning while they were covered with sand. Then the Japs started to cover the grave with rubbish from the pile where I was hiding. They scraped some of the coconut husks off, and found me lying there. Then they uncovered me from the shoulders on down. They thought I was dead, and seemed to think I had been buried by my friends. I lay there for about fifteen minutes while they stood around talking Japanese. It was getting to be late in the afternoon. One of the guys hollered it was time to eat dinner, and every one of the Japs there went off somewhere to eat. I got up and ran down along the beach and hid in a little pocket of coral reef there."

[...]

"I left that area and started down the beach. About fifty yards ahead I ran into more Japanese. Suddenly I realized I was surrounded. They were up above me and also coming in from both sides. I was trapped. So I jumped in the sea. I swam underwater as far as I could. When I came up there were twenty Japanese firing at me, both from the cliff and from the beach. Shots were hitting all around me. One shot hit me in the armpit and grazed my ribs. Another hit me in the left thigh, then another one hit me right along the right side of my head, grazing my temple. I think it knocked me out temporarily. For a short period I was numb in the water; and I nearly drowned. Then I found a large coconut husk, bobbing around in the bay and I used it to shield my head as I swam."

[...]

"I swam most of the night. I couldn't see the other side of the bay but I knew it was about five miles. About halfway out I ran into a strong current. It seemed like I was there for a couple hours making no headway. Finally I reached the opposite shore and crawled on my hands and knees up on the rocks. I was in a mangrove swamp. I was too weak to stand up. It was about 4 A.M. I'd been swimming for nearly nine hours."

Primary Sources Packet: Survival cont.

Document Two

"On the Homefront: Oral and Charles Cheney," 2003 (excerpt)
American Experience, PBS

Western Union Telegram

WASHINGTON DC 502PM JAN 2 1943

MRS ETTA CHENEY

BOX 205 BERNALILLO NMEX.

YOUR SON CORPORAL CHARLES E CHENEY COAST ARTILLERY CORPS REPORTED A PRISONER OF WAR OF THE JAPANESE GOVERNMENT IN THE PHILIPPINE ISLANDS PERIOD LETTER FOLLOWS.

ULIO THE ADJUTANT GENERAL
350PM

Form Letter

War Department

The Adjutant General's Office

Washington

In reply refer to: AG 201 Cheney, Charles E. (12-30-42) PC-G 365076-1

January 5, 1943

Mrs. Etta Cheney

Box 205,

Bernalillo, New Mexico.

Dear Mrs. Cheney:

Report has been received that your son, Corporal Charles E. Cheney, 38,012,383, Coast Artillery Corps, is now a prisoner of war of the Japanese Government in the Philippine Islands. This will confirm my telegram of January 2, 1943.

The Provost Marshal General, Prisoner of War Information Bureau, Washington, D.C., will furnish you the address to which mail may be sent. Any future correspondence in connection with his status as a prisoner of war should be addressed to that office.

Primary Sources Packet: Survival cont.

Very truly yours,

J.A. ULIO
Major General,
The Adjutant General

1 Inclosure
Memorandum re financial benefits

Imperial Japanese Army Post Card

[undated]

From: Charles E. Cheney

Nationality: American

Rank: Cpl.

Camp: Phil. Military Prison Camp #2

To: Mr. C. D. Cheney

Bernalillo, New Mexico, U.S.A.

[stamped: U.S. Censorship, Examined by 217]

[fill-in-the-blanks card; Charles' typed comments are in bold.]

1. I am interned at: **Phil. Military Prison Camp #2**
2. My health is: **excellent**; good; fair; poor.
3. I am -- uninjured; sick in hospital; under treatment; **not under treatment.**
4. I am -- improving; not improving; better; **well.**
5. Please see that: **Your letter is sent to this address**
6. (Re: Family): **Take care of everyone**
7. Please give my best regards to: **All my friends.**

Primary Sources Packet: Survival cont.

Civilian Message Form

AMERICAN RED CROSS

Washington, D.C.

International Red Cross Committee

Geneva, Switzerland

[undated]

Sender:

Etta Cheney

Box 205, Bernalillo, N.Mex. U.S.A.

Relationship to person sought: Mother

Message (News of personal or family character; not more than 25 words):

Dear Charles;

It is a great pleasure to write this to you as we feel when you get it all will be well and we will soon be together again.

We are still on the farm and are well. Grandpa and Grandma and Uncle Edds folks are well. Vivian weites often she is in Tex. We still don't know anything about Oral but still have hopes he will be home sometime. Marvin is still farming and talking Ark. Uncle Edwards were well the last we heard from them.

Grandpa is having his 79 birthday tomorrow he can still pick them up and put them down asspry as ever.

Pop has learned to eat with his new teeth good now.

We all send Love and also a host of your friends sends Love.

Addressee:

Corp. Charles E. Cheney

Philippine Military Prison Camp no.2

P.I.

Identifying Data:

Birthplace and date of birth: Dawson, N.M., Aug. 13 1918

Citizen of: U.S.A.

Primary Sources Packet: Survival cont.

Document Three

William E. Dyess, "The Dyess Story: The Eye-Witness Account of the Death March from Bataan and the Narrative of Experiences in Japanese Prison Camps and of Eventual Escape" (excerpt) 1944

"Our talk and thoughts were almost continually of food; food we had enjoyed in the past; food we craved now and food we intended to enjoy upon our release. At first I wanted steaks; big Hereford steaks from Shackleford County, Texas. Then my fancy turned to eggs - I wanted them fried and by the platter. I dreamed of them. Sometimes it seemed I was wallowing in gargantuan plates of eggs, smashing the yellows and absorbing them through my pores.

"But there were plenty of things to occupy our minds...our hopes really soared when we heard a report the steamer Blackhawk was lying in Manila Bay being painted white to effect the transfer. A day or two later a Filipino smuggled in a package of cigarettes which contained a note: 'Be brave! You will soon be free.' Although I didn't allow myself to believe it, I stopped throwing cold water on our hopes."

Primary Sources Packet: Survival cont.

Document Four

Roy Jolma, "POW 972," 1995 (excerpt)

Veterans History Project, Library of Congress

"The Japanese allowed us to bring a few instruments into camp, a trumpet, a sax, and piano and a guitar, so once a month we'd have entertainment. Gradually, professional musicians emerged from among us and more instruments were "procured." The Cabanatuan Dance Band was formed, then the Art Players Lousy developed. Soon, planned programs were permitted every Friday and Saturday night. They boosted our morale, provided some smiles and even some laughs, and brought back a lot of memories of home."

Assessment Rubric

	Advanced	Proficient	Basic	Emerging
Focus or Thesis	Clearly states topic and outlines key points.	Clearly states topic.	Outlines some key points, but does not state topic.	Does not state topic and does not outline key points.
Support for Position	Offers three or more pieces of evidence to support topic. Offers counterargument to anticipate challenges.	Offers three or more pieces of evidence to support topic.	Offers two pieces of evidence to support topic.	Offers one piece of evidence or no evidence to support topic.
Conclusion	Offers a strong restatement to support topic.	Restates topic.	Repeats statement from introduction.	No conclusion is included.
Mechanics	No errors in spelling or grammar.	One or two errors in spelling or grammar.	Three or four errors in spelling or grammar.	More than four errors in spelling or grammar.