

Drafting America

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Content Area: U.S. History

Grade Level Options: 11

Summary of Lesson

In this lesson students will examine the conscription of Americans through three conflicts - the Civil War, World War I, and the Vietnam War. Using videos and primary sources, students will analyze how the draft changed and evolved over the course of American history.

Resources Needed:

- [Resource One: Draft Registration Questionnaire](#)
- [Resource Two: Registration Regulations](#)
- “Civil Draft Records: Exemptions and Enrollments” (National Archives)
<https://www.archives.gov/publications/prologue/1994/winter/civil-war-draft-records.html>
- “The Vietnam Lotteries” <https://www.sss.gov/About/History-And-Records/lotter1>

Desired Results

What students will know, do, and understand

Delaware Social Studies Benchmarks History One 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Lesson Essential

Question

- How has conscription in the United States changed over time?

Learning Plan

Strategy One: Gathering Information

<https://www.pbs.org/newshour/extra/appuploads/2014/03/Timeline-of-of-conscription.pdf>

In pairs or small groups, using the link above, review the historical background for the American Draft. Have students create a timeline that shows how the draft was put in place in the U.S.

Technology Option: Have students create timeline using Google Slides and then add narration over the slides using screencastify.

Distribute *Registration Regulations*. Have students work in pairs to complete the [Primary Document Analysis Chart \(below\)](#).

Once students understand the purpose of this document, pose the following questions for discussion:

- What was the purpose of this registration?
- Which groups of people are excluded from the registration?
- Why did the U.S. government deem the draft necessary?
 - Do you believe the draft should be required?

Strategy Two: Extending and Refining

Distribute *Draft Registration Questionnaire* and ask students to complete the [Primary Document Analysis Chart \(below\)](#). Once students understand the purpose of this document, pose the following questions for discussion:

- What is the punishment for not completing this form?
- What class would be called into service first?
- Who was least likely to be called into service?
- Do you think this is a fair method of conscription? Why or why not?

Technology Option: Students create quick quiz questions using polleverywhere.com using these questions as prompts. Students can vote “yes” on

the fairness of the method of conscription and argue what they hold that position. Students can also write an extended argumentative response as to why they took the position they did.

Example: Is the selective service methodology a fair process in the United States of America? Explain why or why not. Support your response with historical examples from the documents provided.

Strategy Three: Application

Distribute secondary source material on conscription during the Civil War (America's first wartime draft) and the Vietnam War (America's last wartime draft).

- "Civil Draft Records: Exemptions and Enrollments" (National Archives)
<http://www.archives.gov/publications/prologue/1994/winter/civil-war-draft-records.html>
- "The Vietnam Lotteries"
<https://www.sss.gov/About/History-And-Records/lotter1>

Have students in pairs or small groups read the texts in order to answer the question below. They may also create a graphic organizer or chart with their responses.

- 1) How did the military find soldiers to serve?
- 2) What challenges might some citizens face who attempt to avoid military service?
- 3) Who was most likely to be called into military service during the Civil War era? Who would have been exempted?
- 4) Who was most likely to be called into military service during the Vietnam War? Who would have been exempted?
- 5) During which war was conscription most fairly implemented? Explain your answer.
- 6) In the end, how did the process of the draft change over time?

Technology option: Students can work in groups and use google docs to answer the questions. Set a time limit and challenge the students to correctly answer as many

questions as possible. When time expires, have the groups share their google doc and, as a class, create a master google doc.

Assessment Evidence

Evidence that will be collected to determine whether or not the desired results are achieved

Check for Understanding

- How has conscription in the United States changed over time? Explain your answer with evidence from the Civil War, the First World War, and the Vietnam War.

Technology Option: Have students create a mini media presentation answering the LEQ. They must include direct references from at least three of the archival documents used to explain how conscription has changed over time and why. They should include examples of the changes as well as the explanations that drove the changes in the first place.

Additional Media Links and Resources:

<https://why.pbslearningmedia.org/resource/60b49788-a9c0-488>

<https://why.pbslearningmedia.org/resource/60b49788-a9c0-4883-86c3-0dc1637292c1/civil-war-riots-over-the-union-draft-the-draft/3-86c3-0dc1637292c1/civil-war-riots-over-the-union-draft-the-draft/>

A Door to Civil War conscription

<https://www.youtube.com/watch?v=9uNHpNt1aol>

How the Civil War Draft Incited Violence in New York City

<https://www.youtube.com/watch?v=TAWu2cPAsjo>

THE DRAFT | The Selective Service Act | PBS

<https://www.youtube.com/watch?v=ZCwIFHJ4Ijkh>

Primary Document Analysis Chart

	Draft Registration Questionnaire	Registration Regulations	Civil Draft Records: Exemptions and Enrollments	The Vietnam Lotteries
What is the purpose of the document? Who is the intended audience?				
What information is being presented?				
Summarize the content of the document. List one important quote from the reading.				