

Student Lesson



LESSON TITLE: THE DRAFT

GRADE LEVEL: 7-12

EALRS:

- ◆ Social Studies:
 - 2.0 The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events (Benchmark 2.1 – investigate and research) (Benchmark 2.2 – analyze historical information) (Benchmark 2.3 – synthesize information and reflect on findings)
- ◆ Communications:
 - 3.0 The student uses communication strategies and skills to work effectively with others, (Benchmark 3.2 – work cooperatively as a member of a group), (Benchmark 3.3 – seek agreement and solutions through discussion)

OVERVIEW:

The WWII Project: WWII Voices: How To Use Then in the Classroom will have the full text transcripts from the WWII oral history video, "When We Were Kids...We Went To War," available to students, teachers through the website www.WWIIhistoryclass.com. The lesson, "THE DRAFT," will promote the students use of research, investigation and analysis to a subject that has spanned United States History.

PURPOSE:

In a group or cooperative learning setting, students will investigate the subject of the military draft.

MATERIALS:

1. "When We Were Kids...We Went To War" video
2. Transcripts from the video
3. Writing Materials
4. VCR - TV
5. Access to research materials: Library, World Wide Web, Texts, Videos

ACTIVITIES AND PROCEDURES:

1. Divide students into small groups.
2. Research the history of the military draft in the United States.
 - a. What is the draft?
 - b. How did it start?
 - c. How were men chosen in WWII?
 - d. What is a deferment?
3. Watch the "Draft" segment of the "When We Were Kids...We Went To War" video or read the copy of the video transcript. Take into consideration the statements of the WWII veterans and their experience of being drafted or enlisting on their own.

4. Scenario for the group: America is at war again and it looks like it will be a long conflict. Because of years of budget cuts and a down economy our military needs many men and women quickly. The Army, Navy, Marine and Air Force reserves along with the National Guard Units will not provide enough soldiers to do the job. The draft is going to have to be reinstated and it is your job to decide how, who and when the young people of America will be drafted.
 - a. In your group come to a consensus on several questions:
 - i. What will be a fair way to draft young Americans?
 - ii. Who will be drafted? (Men, women, citizens, non-citizens)
 - iii. Who will be exempt, and why?
5. Have each group present their decisions to the rest of the class through a class presentation or class discussion.
6. Inform each student in your class of his/her draft status. And, if drafted, when they are to report for their military service.

EVALUATION:

1. Student groups will hand in the results of their research on the military draft.
2. Students will be evaluated on their presentation.
3. Students will be evaluated on their contributions to the group project/effort.
4. Students can evaluate each group and rate the ideas for reinstating the military draft in America.

RESOURCES:

1. What happens during a draft?
<http://usmilitary.about.com/library/weekly/aa091401c.htm?terms=Military+Draft+Classifications>
Selective Service System <http://www.sss.gov/whhap.htm>