

Subject: Civics and Government

Grade Level: Intermediate

Standards:

6th Grade Standards

Standard 2 Civics and Government

6.2.7: Define and compare citizenship and the citizen's role throughout history in Europe and the Americas 6.2.7.a.2: Compare the citizen's role throughout history in Europe and the Americas

U.S. Government

Standard 5: Roles of Citizens in the United States

USG.5.2: Analyze the roles and responsibilities of citizens in Indiana and the United States. (Individuals, Society and Culture) USG.5.2.a.1: Analyze the roles and responsibilities of citizens in Indiana and the United States. (Individuals, Society and Culture)

USG.5.5: Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this. (History) USG.5.5.a.1: Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this. (History)

USG.5.9: Use information from a variety of resources to describe and discuss current American political issues. (History, Economics, Geography) USG.5.9.a.1: Use information from a variety of sources to list or report on current events in American political issues.

Materials Needed:

Students will need access to:

Pen/pencil

Paper

Computer with internet access

Handout (included)

Learning Objectives:

At the end of this lesson, the student will be able to:

1. Describe the draft/selective service system in the U.S.
2. Identify who is required to register and when
3. Explain why a draft is needed
4. Describe a brief history of the draft in the U.S.

Introduction/Anticipatory Set:

What does it mean to be drafted? Who may be drafted? Do we currently have an active draft system? Why do we need a draft system? Why do I need to know about this?

These are all questions that you may be asking yourself. These are important things for you to know about. The answers will impact your life. At this point in time, the draft system directly impacts the lives of young men only. Will that change? No one knows.

Body of Lesson:

Questions to ask students:

1. Do you know anyone who has served in the military?
2. If so, were they older and were in the Vietnam War?
3. Or were they younger and served in Iraq or Afghanistan?
4. Were they drafted or did they sign up for military service willingly?

Have students watch the following 4 minutes video on How Does The Draft Work

<https://www.pbs.org/video/how-does-the-draft-work-jxujhf/>

Have students watch the following PBS history video U.S. Establishes Military Draft – 1792 (1 min 49 sec)

<https://www.pbs.org/video/us-establishes-military-draft-1792-idynzp/>

Have students use the handout (included at the end) and the Selective Services System website to complete the activity below.

<https://www.usa.gov/selective-service>

Activity

Have the students break into small groups or work individually and use the website or other reputable sources to answer the following questions below. Each group or each individual needs to type or write the answers to be submitted at the end of class to allow an assessment of work. Submission may be on paper or online.

LESSON PLAN – HOW DOES THE DRAFT WORK

1. When did the draft start in the United States?
2. When did the U.S. stop drafting men following the Vietnam War?
3. Who has to register for the Selective Service System?
4. What specific information is needed when a young man is registering for the draft?
5. Why do we need a draft system?

In Class Activity

To The Contrary Extra: Bill Requiring Women to Register for the Draft (4 min 51 sec)

<https://www.pbs.org/video/-contrary-ttc-extra-bill-requiring-women-register-draft/>

Women in the Military

<https://www.pbs.org/video/makers-women-who-make-america-women-military/>

Inspire 104 (discusses the history of women in the military) (27 min 39 sec)

After the students have reviewed the information and answered the questions, then have class discussion. This can be done as a whole, or students can break into small groups to discuss and then present their thoughts. This can be done as a class discussion or as a written assignment to turn in or both. The discussion questions are:

1. Why do you think women are not included in the Selective Service System registration?
2. Do you think women should be included?
3. Do you think it is important that the United States have the Selective Service System?
4. Do you think it is a fair system?

Summary/Closure

Review the key points of the lesson.
Summarize student thoughts about the draft.

Extension Activities

Here are some additional resources that show how the draft was not always popular.

The 1863 New York City Draft Riots (1 min 52 sec)

<https://www.pbs.org/video/the-1863-new-york-city-draft-riots-9vdio1/>

Muhammed Ali Refuses the Vietnam War Draft (6 min 15 sec)

<https://www.pbs.org/video/muhammad-ali-refuses-vietnam-war-draft-gqtvv/>

Muhammed Ali is Found Guilty of Refusing the Draft (2 min 39 sec)

<https://www.pbs.org/video/muhammad-ali-found-guilty-refusing-draft-1m1bij/>

Legacy of Involuntary Servitude (24 min 1 sec)

<https://www.pbs.org/video/legacy-of-involuntary-servitude-fkzluu/>

Assessment

Evaluate in class participation and discussion.
Review the assignments the students turn in to assess learning.

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