Christina School District Instructional Board

Grade Level: 11th

Week of May 4th, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	How do you view the world? You can see a glass as half empty or half full. You can see a pile of old newspapers as trash to be thrown away or as materials for papier-mâché. The way you see things—your outlook—says a lot about who you are. In a paragraph explain the factors that shape your perspective, your personality, your life experiences, your state of mind. Then, explain the factors you think have most influenced the way you look at the world	Read the three poems ***Any Human to Another*** by Countee Cullen, ***Storm Ending*** by Jean Toomer, and ***A Black Man Talks of Reaping*** by Arna Bontemps. As you read each poem look for examples of perspective or outlook on life. Summarize each poem in 1-2 sentences.	Authors use figurative language to convey their theme. Re-read each poem looking for examples of imagery and language to help you identify the theme. Use the **Poem Reading Guide** to help you uncover meaning.	Answer the **After Reading** questions.	Read the author biographies. In each case, what connections can you make between the poet's life story and the worldview expressed in his work? Explain your answer in a paragraph. Use evidence from all texts to support your response.
Math (IM3)	*When Are Polygons Similar?* Answer "Which One Doesn't Belong?" and	Complete p. 34-35 #9-20. Use the examples from pages 32-33 as a guide if needed. (attached)	Complete p. 35-36 #21-32. Use the examples from pages 32-33 as a guide if needed. (attached)	Review Concept Summary: Similar Polygons/Dilations (attached), and complete Similar Polygons	Complete Similar Polygons Worksheet 2 #1-6. (attached) Reference Concept Summary if needed.

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	justify your choice. (attached) Read pages 32-33. (attached) Use the examples as a guide to complete p. 34 #1-8. (attached)			Worksheet 1 #1-3. (attached)	
Science	**Isotopes:** Read text. Highlight, underline and/or annotate important information for understanding.	**Radiocarbon Dating:** Read text. Highlight, underline and/or annotate important information for understanding.	**The Periodic Table (part 1):** Read page 1 of text. Highlight, underline and/or annotate important information for understanding.	**The Periodic Table (part 2):** Read page 1 of text. Highlight, underline and/or annotate important information for understanding.	**Periodic Table Magic Square:** Do your best to complete the Periodic Table Magic Square Activity.
Social Studies	Complete Activity 3, the Conclusion, from the document titled, "US Soldiers in the Philippines" NOTE: You should have this document from last week (Week 4 - of April 27)	Complete Activity 4, the Debrief, from the document titled, "US Soldiers in the Philippines" NOTE: You should have this document from last week (Week 4 - of April 27)	Complete Activity 1, Analyze Questions 1-8 from the document titled, "Drafting America"	Complete Activity 1, Additional Questions, from the document titled, "Drafting America"	Complete Activity 2, Analyze Questions 1-8 from the document titled, "Drafting America" NOTE: The rest of the activities will be on next week's CSD Assignment Board (Week 6 of May 11)

Any Human to Another
by Countee Cullen

The ills I sorrow at
Not me alone
Like an arrow,
Pierce to the marrow,
Through the fat
And past the bone.

Your grief and mine
Must intertwine
Like sea and river,
Be fused and mingle,
Diverse yet single,
Forever and forever.

Let no man be so proud
And confident,
To think he is allowed
A little tent
Pitched in a meadow
Of sun and shadow
All his little own.

Joy may be shy, unique,
Friendly to a few,
Sorrow never scorned to speak
To any who
Were false or true.

Your every grief
Like a blade
Shining and unsheathed
Must strike me down.
Of bitter aloes
wreathed,
My sorrow must be laid
On your head like a crown.

Storm Ending by Jean Toomer

Thunder blossoms gorgeously above our heads,
Great, hollow, bell-like flowers,
Rumbling in the wind,
Stretching clappers to strike our ears . .
Full-lipped flowers
Bitten by the sun
Bleeding rain
Dripping rain like golden honey—
And the sweet earth flying from the thunder.

A Black Man Talks of Reaping by Arna Bontemps

I have sown beside all waters in my day.
I planted deep, within my heart the fear
That wind or fowl would take the grain away.
I planted safe against this stark, lean year.

I scattered seed enough to plant the land
In rows from Canada to Mexico,
But for my reaping only what the hand
Can hold at once is all that I can show.

Yet what I sowed and what the orchard yields
My brother's sons are gathering stalk and root,
Small wonder then my children glean in fields
They have not sown, and feed on bitter fruit.

Poem Reading Guide

Considerations	***Any Human to Another*** **by Countee Cullen,**	***Storm Ending*** **by Jean Toomer**	***A Black Man Talks of Reaping*** **by Arna Bontemps**
Consider the title. What information does it reveal?			
Identify the speaker. Is the speaker the voice of an individual or of a group?			
Notice key images and think about their meaning.			
Identify the mood, or feeling, the speaker conveys			
Identify comparisons you notice. What is being compared, and how are these things alike?			
Uncover hidden metaphors by noting descriptive details. What do these details remind you of?			
Identify images expressed in the poem. What do they mean?			
Draw your own conclusions. What do you believe the theme is of the poem?			

After Reading

1. In “Any Human to Another,” what comparisons does the speaker use to describe grief?

   _____
   _____
   _____

2. In “Storm Ending,” what event is described in the last line of the poem?

   _____
   _____
   _____

3. In “A Black Man Talks of Reaping,” how much has the speaker reaped from all the seed he has scattered?

   _____
   _____
   _____

4. Review the notes you took on Bontemps’s poem. Bontemps uses an extended metaphor, a lengthy comparison of two things that have many points in common. Identify the extended metaphor Bontemps uses. What is this metaphor meant to suggest?

   _____
   _____
   _____

5. “Storm Ending” includes several examples of synesthesia, imagery that uses one type of sensory experience to describe a different one—for example, a sound described as a smell. Identify two examples of synesthesia in the poem. Which two senses are combined in each image?

   _____
   _____
   _____

6. Describe the tone, or attitude toward the subject, of Cullen’s and Bontemps’s poems. What is the outlook on the prospects for social equality does each poem suggest?

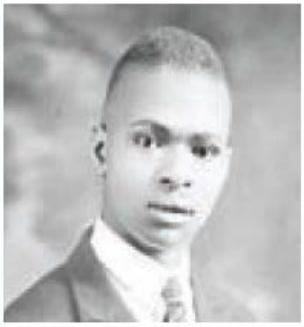
   _____
   _____
   _____

Meet the Poets

Read the author biographies. In each case, what connections can you make between the poet's life story and the worldview expressed in his work? Explain your answer in a paragraph. Use evidence from all texts to support your response.

Countee Cullen

1903–1946



In 1925, while still an undergraduate at New York University, Countee Cullen (kŭl'ən) published his first poetry collection, *Color,* which won immediate critical acclaim.

Cullen's greatest poetic influences were the English Romantic poets, especially John Keats. Although some of Cullen's poetry deals directly with experiences specific to African Americans, much of his work addresses universal concerns such as love and faith. Cullen adamantly believed that poetry could break down racial barriers and disliked being pigeonholed, once stating, "If I am going to be a poet at all, I am going to be a Poet and not a Negro Poet."

Jean Toomer

1894–1967

Born in Washington, D.C., Nathan Eugene Toomer grew up in a prominent, racially mixed family. Toomer could pass for white, and as a young man, often changed his racial identification from white to black and back again. As an adult, he rejected the concept of race altogether and embraced an idealistic vision of himself as a founder of a "united human race."

Toomer was drawn to Eastern philosophy and Imagist poetry—poetry that conveys meaning through the use of precise, striking images. His reputation rests mainly on his novel *Cane* (1923), an experimental work exploring the African-American experience through fragments of poetry and prose.

Arna Bontemps

1902–1973

After graduating from college in 1923, Arna Bontemps (bŏn-tămz') discovered a thriving literary scene in Harlem that he called a "foretaste of paradise." Despite his love for the bustle of the Northern cities, Bontemps was most deeply inspired by the Southern roots of African-American culture. Nearly all of his stories, novels, and plays are set in the South and provide vivid portrayals of rural life.

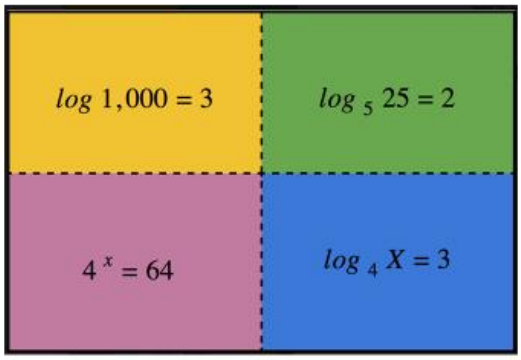
Bontemps, who earned his living as an educator, left Harlem in 1931 and spent most of his career in the South. His major works include the short story collection *The Old South* and the novel *God Sends Sunday,* which is often cited as the final work of the Harlem Renaissance.

THINK

IM3 – Week of May 4th

When Are Polygons Similar?

Which One Doesn't Belong? Why?

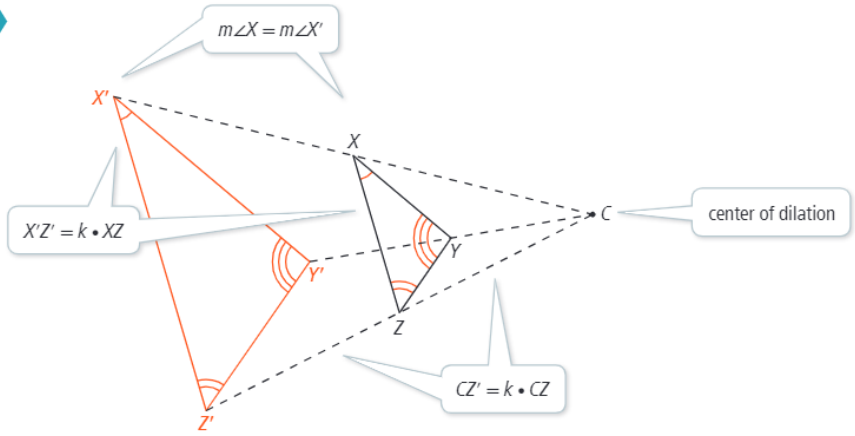


Concept Summary Assess

CONCEPT SUMMARY Dilations

WORDS A dilation is a transformation that maps point X to point X' such that X' lies on $\overrightarrow{CX}$ and $CX' = k \cdot CX$ for a center of dilation C and a scale factor k. Dilations preserve angle measures.

DIAGRAM



NOTATION Dilation centered at the origin: $D_k(X)$

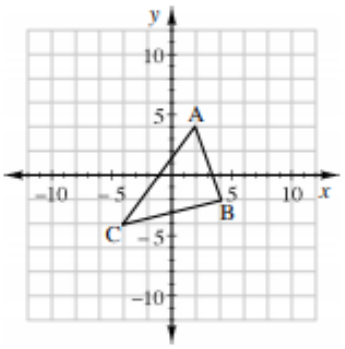
Dilation centered at point C: $D_{(k, C)}(X)$

So far, students have measured, described, and transformed geometric shapes. In this chapter we focus on comparing geometric shapes. We begin by dilating shapes: enlarging them as one might on a copy machine. When students compare the original and enlarged shapes closely, they discover that the shape of the figure remains exactly the same (this means the angle measures of the enlarged figure are equal to those of the original figure), but the size changes (the lengths of the sides increase). Although the size changes, the lengths of the corresponding sides all have a constant ratio, known as the zoom factor, or ratio of similarity.

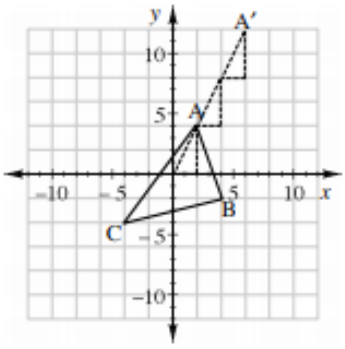
See the Math Notes boxes in Lessons 3.1.1, 3.1.2, 3.1.3, and 3.1.4 for more information about dilations and similar figures.

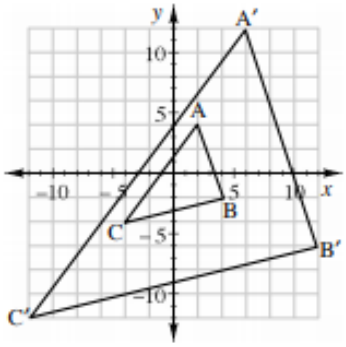
Example 1

Enlarge the figure at right from the origin by a factor of 3.



Students used rubber bands to create a dilation (enlargement) of several shapes. We can do this using a grid and slope triangles. Create a right triangle so that the segment from the origin to point A, (2, 4), is the hypotenuse, one leg lies on the positive x-axis, and the other connects point A to the endpoint of the leg at (2, 0). This triangle is called a slope triangle since it represents the slope of the hypotenuse from (0, 0) to vertex A. Add two more slope triangles exactly like this one along the line from (0, 0) to point A as shown in the figure at right. Using three triangles creates an enlargement by a factor of 3 and gives us the new point A′ at (6, 12). Repeat this process for the other two vertices, forming a new slope triangle for each vertex.

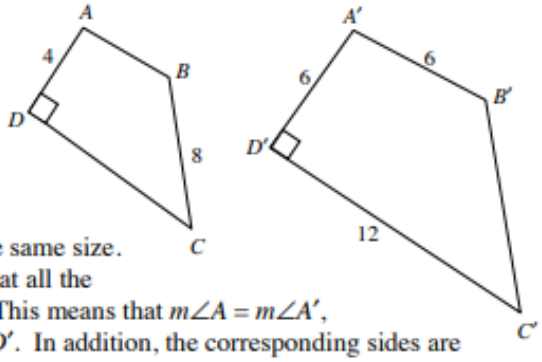




This will give us new points B′ at (12, –6) and C′ at (–12, –12). Connecting points A′, B′, and C′, we form a new triangle that is an enlargement of the original triangle by a factor of 3, as shown at left.

Example 2

The two quadrilaterals at right are similar. What parts are equal? Can you determine the lengths of any other sides?



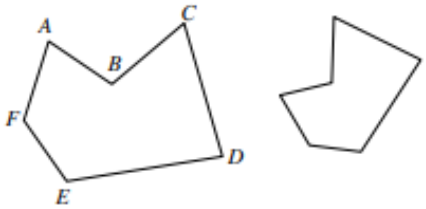
Similar figures have the same shape, but not the same size. Since the quadrilaterals are similar, we know that all the corresponding angles have the same measure. This means that $m\angle A = m\angle A'$, $m\angle B = m\angle B'$, $m\angle C = m\angle C'$, and $m\angle D = m\angle D'$. In addition, the corresponding sides are **proportional**, which means the ratio of corresponding sides is a constant. To find the ratio, we need to know the lengths of one pair of corresponding sides. From the picture we see that $\overline{AD}$ corresponds to $\overline{A'D'}$. Since these sides correspond, we can write $\frac{AD}{A'D'} = \frac{4}{6}$.

Therefore, the ratio of similarity is $\frac{4}{6}$, or $\frac{2}{3}$. We can use this value to find the lengths of other sides when we know at least one length of a corresponding pair of sides.

$$\frac{AB}{A'B'} = \frac{4}{6} \qquad \frac{BC}{B'C'} = \frac{4}{6} \qquad \frac{CD}{C'D'} = \frac{4}{6}$$
$$\frac{AB}{6} = \frac{4}{6} \qquad \frac{8}{B'C'} = \frac{4}{6} \qquad \frac{CD}{12} = \frac{4}{6}$$
$$AB = 4 \qquad 4B'C' = 48 \qquad 6CD = 48$$
$$B'C' = 12 \qquad CD = 8$$

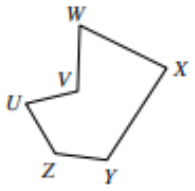
Example 3

The pair of shapes at right is similar ($ABCDEF \sim UVWXYZ$). Label the second figure correctly to reflect the similarity statement.



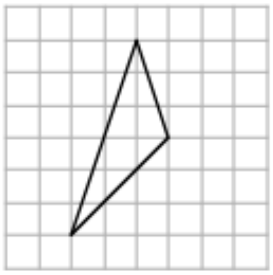
Since similar figures have the same shape, just different sizes, this means that the corresponding angles have equal measure. When we write a similarity statement, we write the letters so that the corresponding angles match up. By the similarity statement, we must have $m\angle A = m\angle U$, $m\angle B = m\angle V$, $m\angle C = m\angle W$, $m\angle D = m\angle X$, $m\angle E = m\angle Y$, and $m\angle F = m\angle Z$.

The smaller figure is labeled at right. If it is difficult to tell which original angle corresponds to its enlargement or reduction, try rotating the figures so that they have the same orientation.

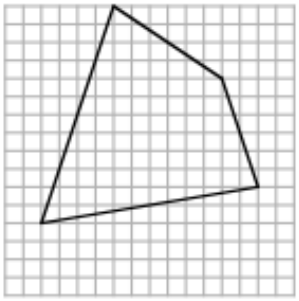


Problems

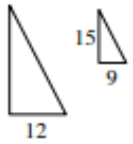
1. Copy the figure below onto graph paper and then enlarge it by a factor of 2.

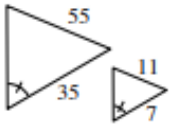


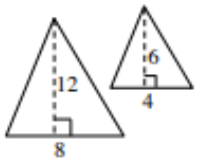
2. Create a figure similar to the one below with a zoom factor of 0.5.

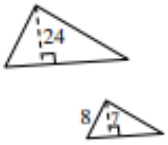


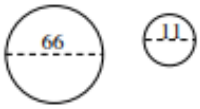
For each pair of similar figures below, find the ratio of similarity, for large:small.

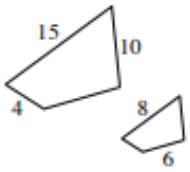
3. 

4. 

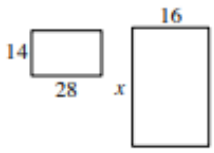
5. 

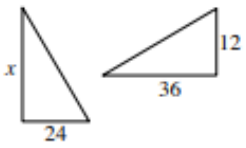
6. 

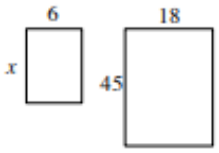
7. 

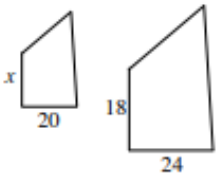
8. 

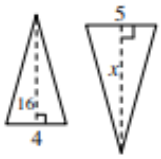
For each pair of similar figures, state the ratio of similarity, then use it to find x.

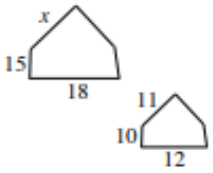
9. 

10. 

11. 

12. 

13. 

14. 

For problems 15 through 20, use the given information and the figure to find each length.

15. JM = 14, MK = 7, JN = 10 Find NL.

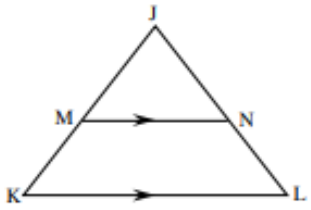
16. MN = 5, JN = 4, JL = 10 Find KL.

17. KL = 10, MK = 2, JM = 6 Find MN.

18. MN = 5, KL = 10, JN = 7 Find JL.

19. JN = 3, NL = 7, JM = 5 Find JK.

20. JK = 37, NL = 7, JM = 30 Find JN.

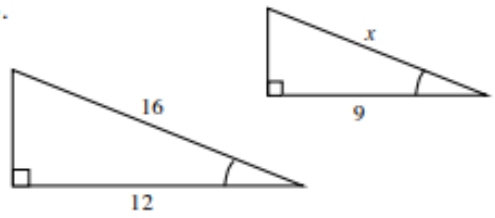


21. Standing 4 feet from a mirror lying on the flat ground, Palmer, whose eye height is 5 feet, 9 inches, can see the reflection of the top of a tree. He measures the mirror to be 24 feet from the tree. How tall is the tree?

22. The shadow of a statue is 20 feet long, while the shadow of a student is 4 ft long. If the student is 6 ft tall, how tall is the statue?

Each pair of figures below is similar. Use what you know about similarity to solve for x.

23.



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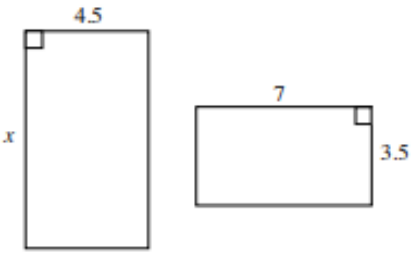
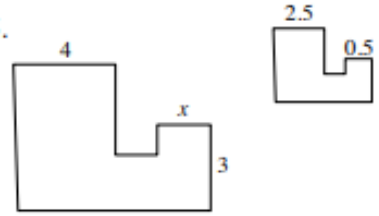
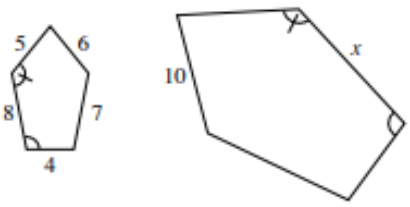


25.

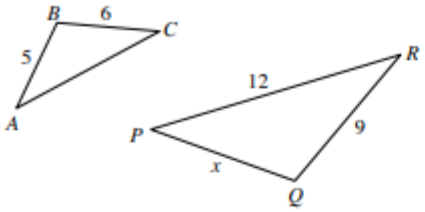


26.

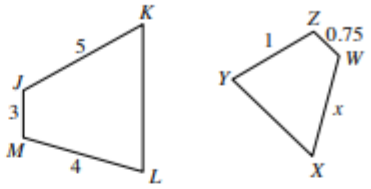


Solve for the missing lengths in the pairs of similar figures below.

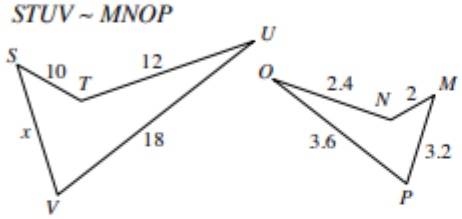
27. $\Delta ABC \sim \Delta PQR$



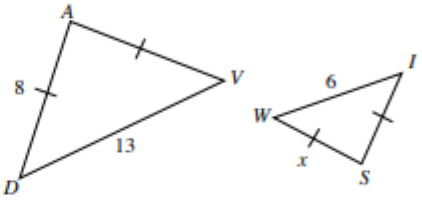
28. $JKLM \sim WXYZ$



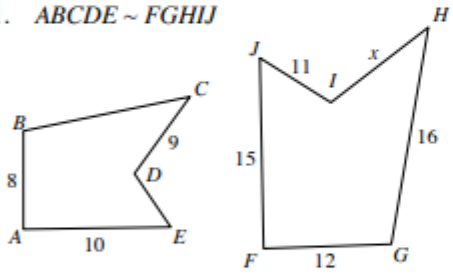
29. $STUV \sim MNOP$



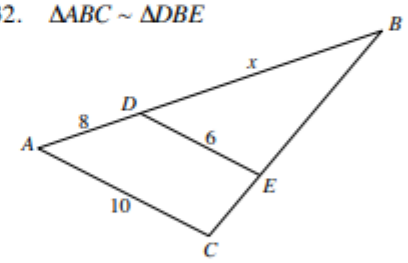
30. $\Delta DAV \sim \Delta ISW$



31. $ABCDE \sim FGHIJ$

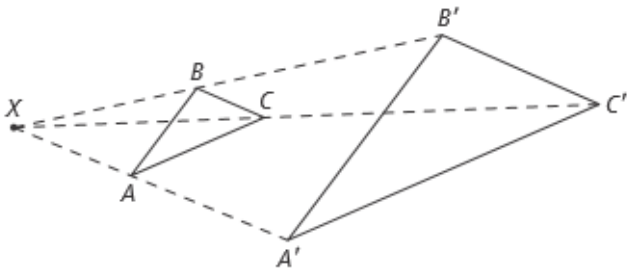


32. $\Delta ABC \sim \Delta DBE$



Similar Polygons Worksheet 1

1. The diagram shows a dilation of $\triangle ABC$ with a scale factor of 2 and the center of dilation at point X. Use the diagram to decide which statements are true. Label true statements T and false statements F.



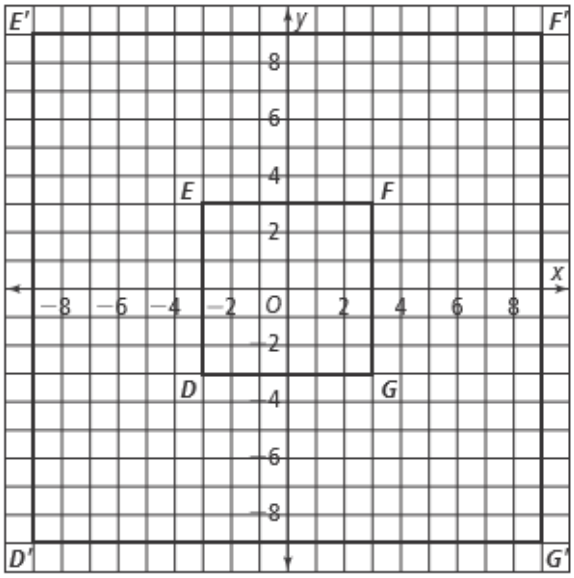
_____ $m\angle BAC = m\angle B'A'C'$

_____ $BC = 2(B'C')$

_____ $2(m\angle ABC) = m\angle A'B'C'$

_____ $2(XA) = XA'$

2. Leah tried to graph $D_{\frac{1}{3}}(DEFG)$. Her graph is incorrect. List the correct coordinates for the vertices of the image.



D'(_____, _____) E'(_____, _____)

F'(_____, _____) G'(_____, _____)

3. Fill in the blanks about $D_{(4,\,L)}(\triangle JKL)$, where $J(-1, 5)$, $K(4, 2)$, and $L(0, -2)$.

The center of dilation is _____.

The scale factor of the dilation is _____.

Length $J'K'$ is _____ JK.

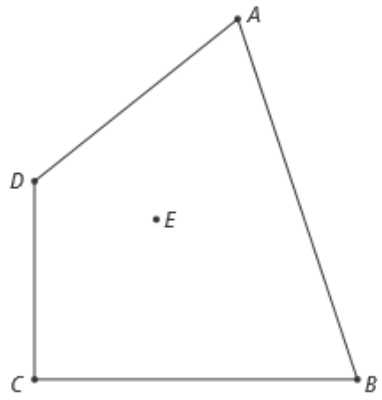
The measure of $\angle L$ is _____ the measure of $\angle L'$.

Complete the table for $D_{(4,\,L)}(\triangle JKL)$, where $J(-1, 5)$, $K(4, 2)$, $L(0, -2)$.

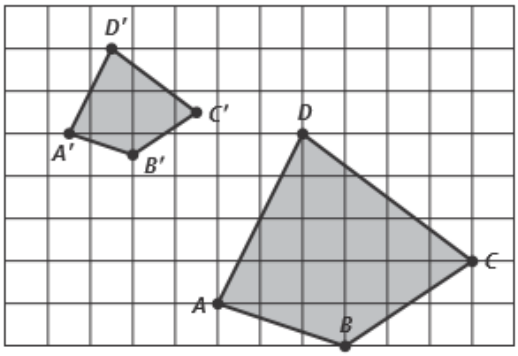
Preimage	Distance from $L(0, -2)$ to Preimage		Multiply Distance by 4		Add Product to $L(0, -2)$		Image
	x	y	x	y	x	y	
$J(-1, 5)$	-1	7	-4	28	$0 + (-4)$	$-2 + 28$	$J'(-4, 26)$
$K(4, 2)$							

Similar Polygons Worksheet 2

1. Draw a dilation of *ABCD* with *E* as the center and with sides $\frac{1}{2}$ as long.



2. What is the scale factor of the dilation shown?



For Exercises 3 and 4, find the coordinates of the vertices of each image.

3. $D_{0.75}(\triangle ABC)$, given $A(4, -3)$, $B(6, 1)$, $C(10, -1)$

4. $D_{1.5}(\triangle XYZ)$, given $X(3, 0)$, $Y(4, 2)$, $Z(6, -2)$

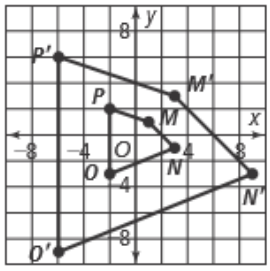
5. $D_k(\triangle ABC)$ has a perimeter of 100 units and an area of 625 units^2.

a. What is the perimeter of $\triangle ABC$?

b. What is the area of $\triangle ABC$?

6. Charles enlarged the small kite *MNOP* to make a design for an art project, as shown.

a. How are the side lengths of the preimage and image related?



Isotopes

Isotopes are various forms of an element that have the same number of protons, but a different number of neutrons.

LEARNING OBJECTIVES

Discuss the properties of isotopes and their use in radiometric dating

KEY TAKEAWAYS

Key Points

- Isotopes are atoms of the same element that contain an identical number of protons, but a different number of neutrons.
- Despite having different numbers of neutrons, isotopes of the same element have very similar physical properties.
- Some isotopes are unstable and will undergo radioactive decay to become other elements.
- The predictable half-life of different decaying isotopes allows scientists to date material based on its isotopic composition, such as with Carbon-14 dating.

Key Terms

- **isotope**: Any of two or more forms of an element where the atoms have the same number of protons, but a different number of neutrons within their nuclei.
- **half-life**: The time it takes for half of the original concentration of an isotope to decay back to its more stable form.
- **radioactive isotopes**: an atom with an unstable nucleus, characterized by excess energy available that undergoes radioactive decay and creates most commonly gamma rays, alpha or beta particles.
- **radiocarbon dating**: Determining the age of an object by comparing the ratio of the 14C concentration found in it to the amount of 14C in the atmosphere.

What is an Isotope?

Isotopes are various forms of an element that have the same number of protons but a different number of neutrons. Some elements, such as carbon, potassium, and uranium, have multiple naturally-occurring isotopes. Isotopes are defined first by their element and then by the sum of the protons and neutrons present.

- Carbon-12 (or ^{12}C) contains six protons, six neutrons, and six electrons; therefore, it has a mass number of 12 amu (six protons and six neutrons).
- Carbon-14 (or ^{14}C) contains six protons, eight neutrons, and six electrons; its atomic mass is 14 amu (six protons and eight neutrons).
-

While the mass of individual isotopes is different, their physical and chemical properties remain mostly unchanged.

Isotopes do differ in their stability. Carbon-12 (^{12}C) is the most abundant of the carbon isotopes, accounting for 98.89% of carbon on Earth. Carbon-14 (^{14}C) is unstable and only occurs in trace amounts. Unstable isotopes most commonly emit alpha particles (He^{2+}) and electrons. Neutrons, protons, and positrons can also be emitted and electrons can be captured to attain a more stable atomic configuration (lower level of potential energy) through a process called radioactive decay. The new atoms created may be in a high energy state and emit gamma rays which lowers the energy but alone does not change the atom into another isotope. These atoms are called radioactive isotopes or radioisotopes.

Radiocarbon Dating

Carbon is normally present in the atmosphere in the form of gaseous compounds like carbon dioxide and methane. Carbon-14 (^{14}C) is a naturally-occurring radioisotope that is created from atmospheric ^{14}N (nitrogen) by the addition of a neutron and the loss of a proton, which is caused by cosmic rays. This is a continuous process so more ^{14}C is always being created in the atmosphere.

Once produced, the ^{14}C often combines with the oxygen in the atmosphere to form carbon dioxide. Carbon dioxide produced in this way diffuses in the atmosphere, is dissolved in the ocean, and is incorporated by plants via photosynthesis. Animals eat the plants and, ultimately, the radiocarbon is distributed throughout the biosphere.

In living organisms, the relative amount of ^{14}C in their body is approximately equal to the concentration of ^{14}C in the atmosphere. When an organism dies, it is no longer ingesting ^{14}C, so the ratio between ^{14}C and ^{12}C will decline as ^{14}C gradually decays back to ^{14}N. This slow process, which is called beta decay, releases energy through the emission of electrons from the nucleus or positrons.

After approximately 5,730 years, half of the starting concentration of ^{14}C will have been converted back to ^{14}N. This is referred to as its half-life, or the time it takes for half of the original concentration of an isotope to decay back to its more stable form. Because the half-life of ^{14}C is long, it is used to date formerly-living objects such as old bones or wood. Comparing the ratio of the ^{14}C concentration found in an object to the amount of ^{14}C in the atmosphere, the amount of the isotope that has not yet decayed can be determined. On the basis of this amount, the age of the material can be accurately calculated, as long as the material is believed to be less than 50,000 years old. This technique is called radiocarbon dating, or carbon dating for short.

Application of carbon dating: The age of carbon-containing remains less than 50,000 years old, such as this pygmy mammoth, can be determined using carbon dating.

Other elements have isotopes with different half lives. For example, ^{40}K (potassium-40) has a half-life of 1.25 billion years, and ^{235}U (uranium-235) has a half-life of about 700 million years. Scientists often use these other radioactive elements to date objects that are older than 50,000 years (the limit of carbon dating). Through the use of radiometric dating, scientists can study the age of fossils or other remains of extinct organisms.

The Periodic Table

The Periodic Table

The periodic table shows all the elements and their physical properties; it is arranged based on atomic numbers and electron configurations.

LEARNING OBJECTIVES

Identify the common periodic trends that can be deduced from the periodic table of elements

KEY TAKEAWAYS

Key Points

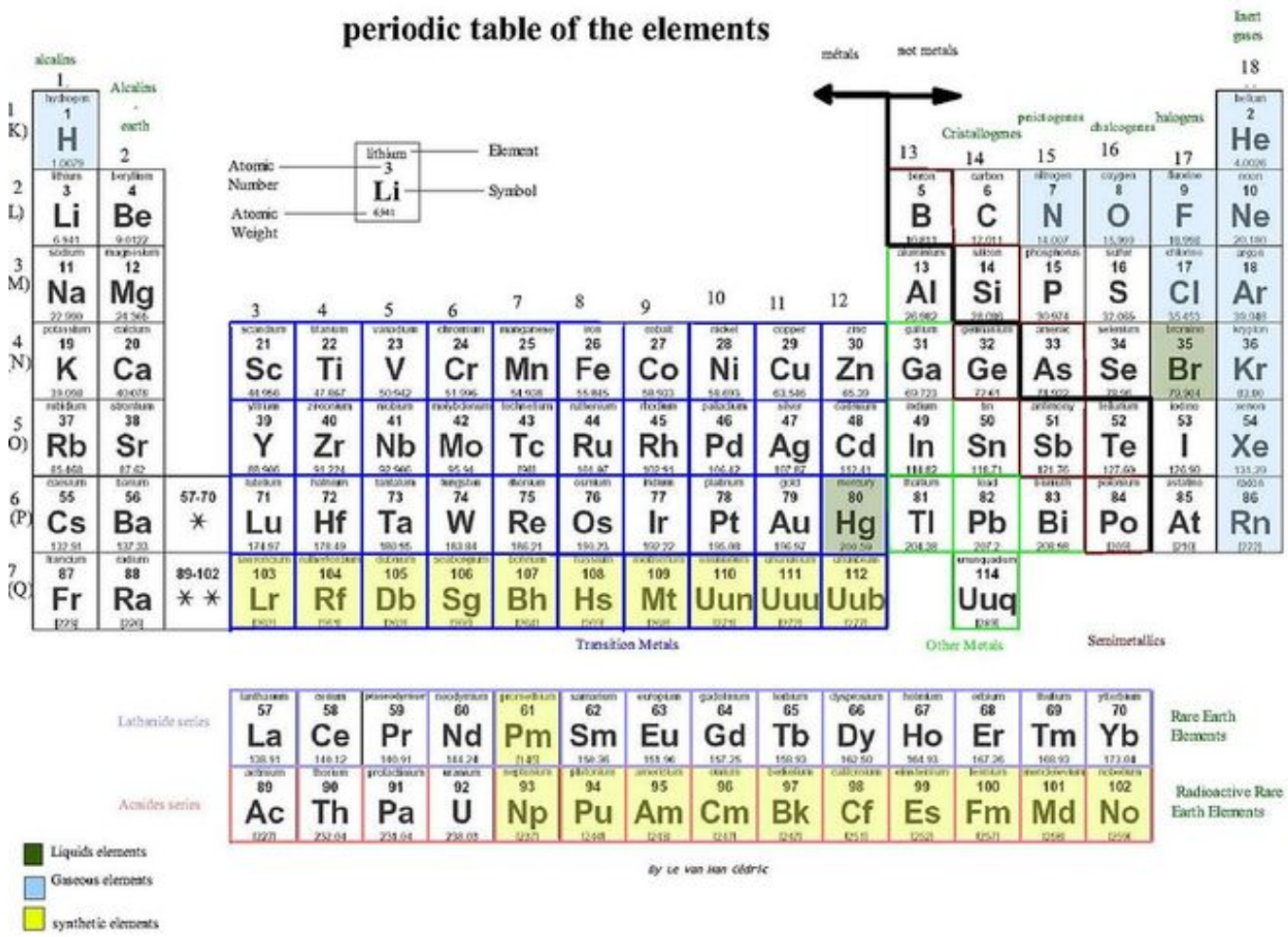
- The periodic table lists all the elements, with information about their atomic weights, chemical symbols, and atomic numbers.
- The arrangement of the periodic table leads us to visualize certain trends among the atoms.
- The vertical columns (groups) of the periodic table are arranged such that all its elements have the same number of valence electrons. All elements within a certain group thus share similar properties.

Key Terms

- **atomic number**: The number, equal to the number of protons in an atom, that determines its chemical properties. Symbol: Z
- **group**: A vertical column in the periodic table, which signifies the number of valence shell electrons in an element's atom.
- **period**: A horizontal row in the periodic table, which signifies the total number of electron shells in an element's atom.

Element Symbols

The periodic table is structured as an 18 X 7 grid, positioned above a smaller double row of elements. The periodic table only lists chemical elements, and includes each isotope of each element within one cell. In the typical periodic table, each element is listed by its element symbol and atomic number. For example, "H" denotes hydrogen, "Li" denotes lithium, and so on. Most elements are represented by the first letter or first two letters of their English name, but there are some exceptions. Two notable exceptions include silver and mercury. The symbol for silver is "Ag" from Latin *argentum,* which means "gray" or "shining." The symbol for mercury is "Hg" from the Latinized Greek *hydrargyrum,* which means "water-silver." Many periodic tables include the full name of element as well and color-code the elements based on their phase at room temperature (solid, liquid, or gas).



The periodic table: The periodic table is a tabular display of all the chemical elements. The atoms are grouped in order of increasing atomic number.

Rows and Periods

The element symbol is always almost accompanied by other information such as atomic number and atomic weight. Atomic number describes the number of protons in one atom of that element. For example, an atom of oxygen contains 8 protons. Elements are listed in order of increasing atomic number from left to right. Each row of the periodic table is called a period and each column of the periodic table is called a group (or family). Some groups have specific names like the halogens or noble gases. Elements within the same period or group have similar properties.

Determining Chemical Properties using the Periodic Table

Chemical properties of each element are determined by the element's electronic configuration, and particularly by its outermost valence electrons. An element's location in the periodic table is largely dependent on its electrons; the number of valence shell electrons determines its group, and the type of orbital in which the valence electrons lie in determines the element's block. In addition, the total number of electron shells an atom determines which period it belongs to. Because of its structure, the periodic table has become an extremely useful tool for assessing and predicting elemental and chemical trends.

Name _____ Periodic Table Magic Square

Directions: Put the number of the definition from the list below into the square with the appropriate term. Check your answers by adding the numbers to see if all the sums of all rows, both across and down add up to the same number, the Magic Number.

Periods _____	Atomic number _____	Symbol _____	Magic Number _____
Families _____	Valence _____	Neutron _____	Magic number _____
Electron _____	Mass number _____	Proton _____	Magic number _____
Magic number _____	Magic number _____	Magic number _____	

1. positive subatomic particle
2. vertical columns on the periodic table
3. number of protons in an element
4. the electrons in the outermost energy level
5. represents an element
6. negative subatomic particle
7. horizontal rows on the periodic table
8. number of protons and neutrons
9. neutral subatomic particle

Drafting America

Benchmark Standard	**History 1a**: 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.
Grade	11-12
Vocabulary / Key Concept	Militia- a group of citizens with some military training who are called into service only in emergencies Standing army-a permanent army of paid soldiers Conscription- mandatory enrollment of persons for military service Draft- a system for selecting individuals from a group (as for mandatory military service) Conscientious objector- a person who refuses to serve in the armed forces or bear arms on moral or religious grounds

~This is a DRC / Delaware Archives Lesson modified by CSD for use at home~

ACTIVITY 1:

REGISTRATION REGULATIONS.

[Prescribed by the President under the act of Congress approved May 18, 1917.]

1. *Prescribed by the President.*—These regulations are prescribed by the President under the authority vested in him by the act of Congress authorizing the President to increase temporarily the military establishment of the United States, approved May 18, 1917, and may by him be modified at any time.

2. *Scope of the regulations.*—These regulations pertain only to the registration of all male persons in the United States, the Territories, and the District of Columbia between the ages of 21 and 30, both inclusive, and are published for the direction and guidance of all concerned. These regulations do not cover the process of the selective draft, which is entirely separate from the registration and will be governed by regulations to be promulgated hereafter. However, the registration boards under designation by the President will be made to constitute the local boards for the execution of the selective draft. While changes in the general plan may be necessary in some States and Territories in order to accommodate peculiarities of local organization, the idea of national supervision and State execution will be followed throughout the raising of our new armies by selective draft. It is believed that this method best expresses the American genius for self-government and affords a just and effective execution of the law.

3. *Persons required by the act to present themselves for registration.*—Section 5 of the act of Congress approved May 18, 1917, provides—

That all male persons between the ages of twenty-one and thirty, both inclusive, shall be subject to registration in accordance with regulations to be prescribed by the President; and upon proclamation by the President or other public notice given by him or by his direction stating the time and place of such registration it shall be the duty of all persons of the designated ages, except officers and enlisted men of the Regular Army, the Navy, and the National Guard and Naval Militia while in the service of the United States, to present themselves for and submit to registration under the provisions of this Act; and every such person shall be deemed to have notice of the requirements of this Act upon the publication of said proclamation or other notice as aforesaid given by the President or by his direction; and any person who shall willfully fail or refuse to present himself for registration or to submit thereto as herein provided, shall be guilty of a misdemeanor and shall, upon conviction in the district court of the United States having jurisdiction thereof, be punished by imprisonment for not more than one year, and shall thereupon be duly registered: *Provided*, That in the call of the docket precedence shall be given, in courts trying the same, to the trial of criminal proceedings under this Act: *Provided further*, That persons shall be subject to registration as herein provided who shall have attained their twenty-first birthday and who shall not have attained their thirty-first birthday on or before the day set for the registration, and all persons so registered shall be and remain subject to draft into the forces hereby authorized, unless exempted or excused therefrom as in this Act provided: *Provided further*, That in the case of temporary absence from actual place of legal residence of any person liable to registration as provided herein such registration may be made by mail under regulations to be prescribed by the President.

(3)

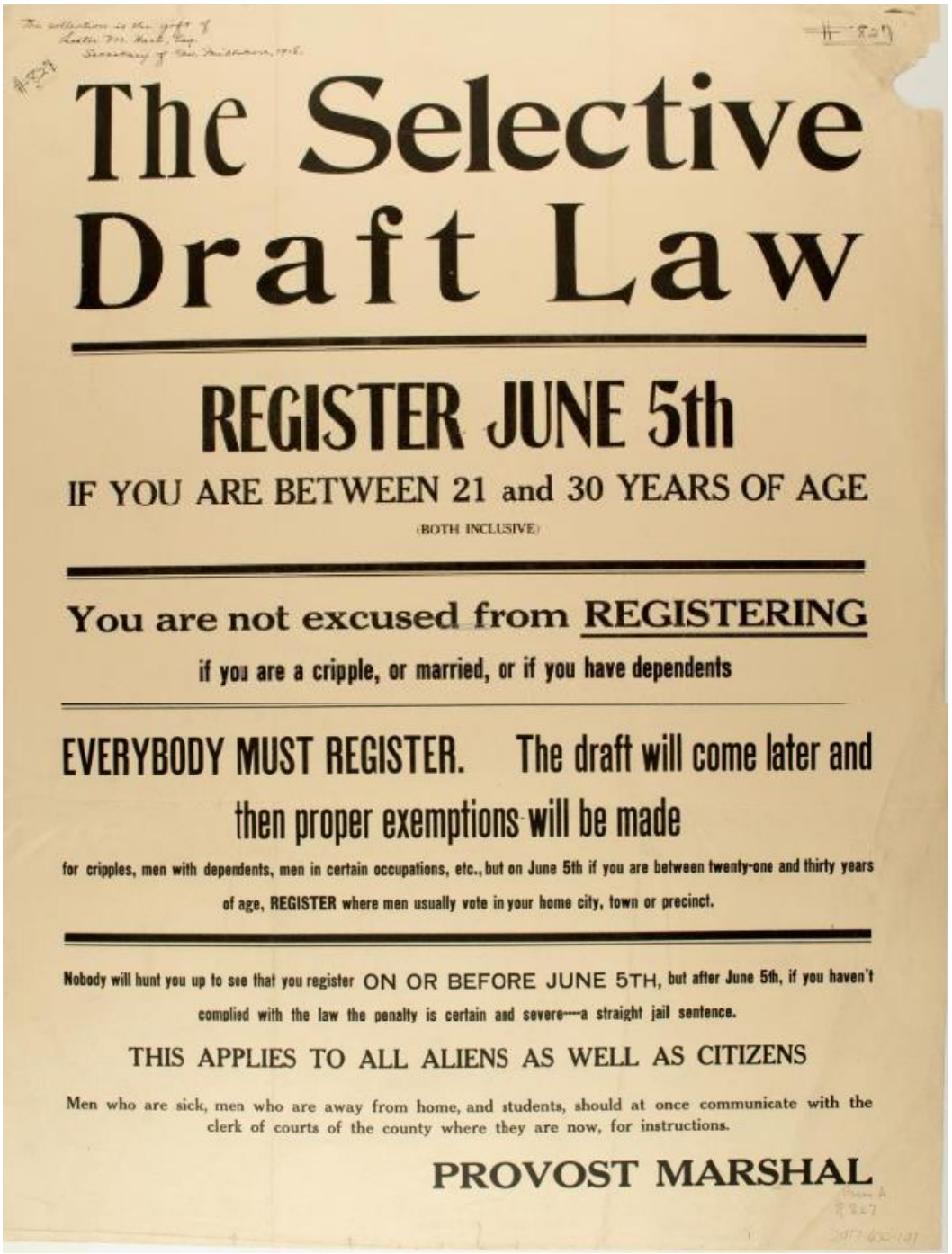
ANALYZE the Primary Source Document by answering the following questions on a separate sheet of paper:

1. What is the title and who is the author?
2. Date of the Document?
3. Who is the intended audience?
4. What is the purpose of the document?
5. Facts included in the document?
6. Interpretations in the document?
7. Summary of the Document?
8. Important quote from the document?

ADDITIONAL QUESTIONS:

1. What was the purpose of this registration? Explain.
2. Which groups of people are excluded from the registration?
3. Why did the U.S. Government deem the draft necessary? Explain.

ACTIVITY 2:



The Selective Draft Law

REGISTER JUNE 5th

IF YOU ARE BETWEEN 21 and 30 YEARS OF AGE

(BOTH INCLUSIVE)

You are not excused from REGISTERING

if you are a cripple, or married, or if you have dependents

EVERYBODY MUST REGISTER. The draft will come later and then proper exemptions will be made

for cripples, men with dependents, men in certain occupations, etc., but on June 5th if you are between twenty-one and thirty years of age, REGISTER where men usually vote in your home city, town or precinct.

Nobody will hunt you up to see that you register ON OR BEFORE JUNE 5TH, but after June 5th, if you haven't complied with the law the penalty is certain and severe---a straight jail sentence.

THIS APPLIES TO ALL ALIENS AS WELL AS CITIZENS

Men who are sick, men who are away from home, and students, should at once communicate with the clerk of courts of the county where they are now, for instructions.

PROVOST MARSHAL

ANALYZE the Primary Source Document by answering the following questions on a separate sheet of paper:

1. What is the title and who is the author?
2. Date of the Document?
3. Who is the intended audience?
4. What is the purpose of the document?
5. Facts included in the document?
6. Interpretations in the document?
7. Summary of the Document?
8. Important quote from the document?

ADDITIONAL QUESTIONS:

1. What is the punishment for not completing the registration?
2. Is anyone exempt from completing a registration?
3. Do you think this is a fair method of conscription? Why or why not?
4. Based on the two primary source documents, how important do you think a Conscription Act / draft law is? Explain and support your opinion with evidence from the documents.

ACTIVITY 3:

As you read the Background Information, complete the Graphic Organizer "Conscription Acts / Draft Laws Over the Years"

Background Information

The tradition of citizen responsibility for defending home and country in this country is rooted in English tradition. The 1181 English Assize of Arms of Henry II "required all free men to possess arms, according to their class." i English citizens were required to be ready for summoning, when necessary, to defend their homeland and their King. Almost five hundred years later, with the establishment of the New World, Massachusetts' first settlers followed this tradition and obliged its citizenry to possess arms and use them in defense of self, home, and homeland.

The militia, historic forerunner of the National Guard, stands in contrast to today's volunteer army of men and women who choose to devote their lives to the defense of the country. Members of the colonial militia were known as citizen-soldiers; their task was to respond to the defensive needs of their communities. These groups of citizen soldiers were required to bring their own weapons, to stand for "muster," or regularly scheduled training sessions of community militias. Militiamen served without pay; service was seen as a

responsibility of citizenship. As the threat of attacks by Native Americans decreased and the desire for political autonomy began, the need for a standing army, the Continental Army, was recognized. Individual colonies held the power to “draft” members of the militia into service for short periods of time. During these times of forced service, small stipends were paid. The need for a well trained, more permanent military force began the two forms of military service that still exist in the United States today: a professional military composed of career men and women versus the National Guard, composed of civilians who have other careers but see it as their civic duty to spend time in the defense of their country.

The guarantees of the citizens’ rights and responsibilities to bear arms in defense of their country were codified in George Mason’s draft of the Virginia Declaration of Rights in 1776. Section 13 dealt with the right of the state to call into service a standing army. “That a well-regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state; that standing armies, in time of peace, should be avoided as dangerous to liberty; and that in all cases the military should be under strict subordination to, and governed by, the civil power.” This particular section was later adapted by Thomas Jefferson and served as the basis for Amendment II of the Bill of Rights: “A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.” During “the American Revolution, the new state governments assumed the colonies' authority to draft men, through county militia officers, for their short-term militias. They extended it to the long-term state units of the Continental Army, but they denied Gen. George Washington's request that the central government be empowered to conscript. As the initial volunteering subsided, most states boosted enlistment bounties and held an occasional draft, producing more hired substitutes than actual draftees.”ii During this initial conscription, men could be exempt from service for religious reasons or because they were conscientious objectors.

After the Revolution and during the drafting of the Constitution, the need to guarantee a military force to be brought into service was recognized. In 1788, Alexander Hamilton wrote in Federalist Paper 29 that “It is, therefore, with the most evident propriety, that the plan of the convention proposes to empower the Union ‘to provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, RESERVING TO THE STATES RESPECTIVELY THE APPOINTMENT OF THE OFFICERS, AND THE AUTHORITY OF TRAINING THE MILITIA ACCORDING TO THE DISCIPLINE PRESCRIBED BY CONGRESS.’” The infant standing military would serve the nation but actually be under the control of the state.

In 1792 the first national conscription act, the Uniform Militia Act, was passed. This law mandated that all “able bodied men” between the ages of 18 and 45 had to enroll in the militia. Again, the states maintained control of the forces; there were no penalties for those who chose not to follow the mandate. Thus, this first law can be seen to be merely a recommendation to the states for enrollment of their male citizens. With the War of 1812, the necessity for a mandatory conscription act became obvious. The militia troops had abandoned the capital in the face of the British onslaught. “After the conflict, Secretary of War James Monroe made the first proposal for a federal draft in which military service would be compulsory for all young men.”iii Congress rejected the proposal but did approve payment for men choosing to serve in the military, thus the militia concept was on the wane as the standing volunteer army grew slowly in popularity.

The onset of the Civil War brought about the first major enforceable draft act. In 1862, as the need for soldiers continued to climb and the militia pool was vanishing, the Militia Act of 1862 was signed into law and mandated that states upgrade their militia by assigning bounties, or payments for service, to those pledging service in the Union forces. Since an all volunteer force was not sustainable due to the length of the conflict, the first mandatory draft act, the Enrollment Act of 1863, was enacted and signed into law. While this act did require military service of all white males, it also provided a series of exemptions from service. “Men who were mentally or physically impaired, the only son of a widow, the son of infirm parents, or a widower with dependent children were exempt.”iv An additional provision endowed the more affluent with the option to pay a “commutation fee” and send a substitute in the place of the draftee. This provision led to the perception that the law was discriminatory against the poor, and primarily against the Irish immigrants in Northeastern cities. As a consequence of the Act and the associated exemptions, the New York Draft riots occurred in 1863, causing 1.5 million dollars in damages. The draft raised about 150,000 troops; yet fully 75% of the draftees were substitutes.v

World War I initiated a second mobilization program because, much like the time of the Civil War, a sustainable and sizeable military force was only guaranteed through national conscription. Consequently, Congress enacted legislation in May 1917, the Selective Draft Act of 1917, which mandated three designated registration days in 1917 and 1918. Congress specifically tailored this legislation to avoid the Civil War conscription scandals of paid substitutes, paid exemptions, and bounties. Inductees were required to serve for the duration of the “emergency.” The draft process resided in the hands of local draft boards during this recruitment. There were over 4,550 local draft boards operating under 155 supervisory districts. “Exemptions from induction were allowed for: (a) Persons already in the armed forces or national guard [sic][Only these men were also exempt from registration] (b) Officers of the federal and state legislatures, judiciary and executive branch(c) Clergy and theological students (d) Those who were physically or "morally" deficient (e) Those with dependents (f) Persons whose occupations were necessary for maintaining military or national interests.” The local boards had discretionary powers to grant or deny deferment requests. While there was inherent difficulty with this approach, a positive

outcome was the large measure of hometown support granted board members, and consequently the draft. The President of the United States had discretionary powers to defer elected officials, mail carriers, and local customs house officials. During the Great War, as World War I came to be known, there were no exemptions granted to conscientious objectors. Special Boards convened to hear the cases and arguments of those who declared themselves to be conscientious objectors. The draft did exempt from combat duty, however, members of religious groups, such as the Quakers and Mennonites, which historically had been opposed to war.

Some brief facts from the WWI draft:
1. Desertion totaled almost 350,000 men by war's end.
2. Draft boards were criticized for drafting too many agricultural and war industry workers.
3. Most draftees were unmarried.
4. 75% of married men who requested deferments received them.
5. Native Americans claimed the fewest deductions of any group.

At the conclusion of World War I, the military was demobilized and the forces reduced from 6 million to approximately 147,000. With the increase in tensions in Europe as Adolph Hitler and the Nazi forces began overrunning countries, President Franklin D. Roosevelt addressed the United States Congress on May 31, 1940 and requested that "The expansion of our defense program makes it necessary that we undertake immediately the training and retraining of our people, and especially our young people, for employment in industry and in service in the Army and Navy."vi Roosevelt proposed to the Congress that they enact legislation authorizing him to set in motion the call-up of sufficient National Guard troops to "maintain our position of neutrality and to safeguard the national defense…."vii On September 16, 1940, President Roosevelt signed into law the first legislation enabling a peacetime draft: the Selective Training and Service Act of 1940. This legislation limited the number of men who could be in training to 900,000 and also authorized the creation of the Selective Service System, an independent agency within the Federal government. Increasingly aware of the world's precarious situation, on July 21, 1941, President Roosevelt requested that Congress authorize the extension of the Act beyond the mandated 12-month expiration of the bill. Roosevelt wrote that

> *…. we would be taking a grave national risk unless the Congress were to make it possible for us to maintain our present full effective strength and during the coming year give training to as many additional Americans as we can, when immediate readiness for service becomes more and more a vital precautionary measure, the elimination of approximately two thirds of our trained soldiers, and about three-fourths of the total officer personnel, would be a tragic error.* Viii

With these words Roosevelt convinced the US Congress to extend the active duty status of 900,000 men for another 18 months. Shortly after the bombing of Pearl Harbor on December 7, 1941, the United States officially entered World War II and 10,110,114 men served in the military as a result of the draft.ix Men between 18 and 45 were liable for military service; all men between 18 and 65 were required to register. Term of service was extended to six months after the end of the war. As in World War I and the Civil War, exemptions from service existed. Among the primary criteria for exemption were: physical or mental disability, religious beliefs, employment in war or agricultural industries, or the presence of dependents. Conscientious objectors often served in noncombatant roles, much as they had done in World War I.

Following World War II another mass demobilization of military personnel drafted for service occurred. "The Truman White House could not contain the overpowering public and bipartisan Congressional outcry--accompanied by riots at overseas military bases in January 1946--for the early return home of American soldiers.x Following the war, the United States reverted to its prewar penchant towards isolationism. Even though the "enemy" appeared to be Stalin and the Soviet Union, Truman decided against maintaining a large peacetime force; the Selective Service Act expired in 1947 and brought an end to the draft. Truman's philosophy followed that of George Kennan: containment of the enemy through economic means was to be far more damaging to the countries than the cost of lives drafted into service for a potential conflict.

Tensions erupted when Truman was forced to reinitiate the draft for the Korean Conflict. On June 24, 1948 Truman signed into law the Selective Service Act of 1948 enabling the Department of Defense to draft young men for a period not to exceed 21 months. This was later extended to 24 months. In 1951, President Truman signed into law the Universal Military Training and Selective Service Act and "extended selective service until 1955, lowered the draft age from 19 to 18 ½ and increased the period of service to 24 months. It also provided a method for reconstituting the depleted reserve by imposing an obligation on men completing their term to continue in the reserve for six more years. At the same time, it made necessary the release of many Inactive and Volunteer reservists previously called to active duty by stipulating that any who had served in World War II should be released on the completion of 17 months service.xi" The following year Congress passed, and the President signed into law, the Reserve Forces Act, which mandated that every man between the ages of 18 and 26 register for the draft, serve some active duty time, and be eligible for recall to active duty for a total of six years. With these pieces of legislation, the United States ended its historic embargo against maintaining a standing army.

During the sixties and seventies, the draft continued as the United States became embroiled in conflicts in Southeast Asia. While the 1950s saw little overt anger at the perpetuation of the draft, the sixties, characterized by vicious and often-violent street protests, ignited an enduring explosion of anger against the military and its involvement in a far-off, small area of the world.

> *In the United States, military conscription, or the draft, had been in place virtually without interruption since the end of World War II, but volunteers generally predominated in combat units. When the first U.S. combat troops arrived in Vietnam in 1965 they were composed mainly of volunteers. The Air Force, Navy, and Marines were volunteer units. The escalating war, however, required more draftees. In 1965 about 20,000 men per month were inducted into the military, most into the Army; by 1968 about 40,000 young men were drafted each month to meet increased troop levels ordered for Vietnam. The conscript army was largely composed of teenagers; the average age of a U.S. soldier in Vietnam was 19*.xii

As with earlier drafts, the Selective Service System fulfilled its mission of drafting young men for military service through local draft boards. Again, the local draft boards determined the suitability for service of young men between the ages of 18 ½ and 26. The draftees, or selectees, had the option to apply for deferments based on the initial classification of their eligibility as determined by the Board. Some of the classifications in place during the Vietnam era were:

1-A Available immediately for military service.
1-O Conscientious Objector- conscientiously opposed to both types (combatant and non-combatant) of military training and service - fulfills his service obligation as a civilian alternative service worker.
1-A-O Conscientious Objector - conscientiously opposed to training and military service requiring the use of arms - fulfills his service obligation in a noncombatant position within the military.
2-D Ministerial Students - deferred from military service.
3-A Hardship Deferment - deferred from military service because service would cause hardship upon his family.
4-C Alien or Dual National - sometimes exempt from military service.
4-D Ministers of Religion - exempted from military service. **Student Postponements** - a college student may have his induction postponed until he finishes the current semester or, if a senior, the end of the academic year. A high school student may have his induction postponed until he graduates or until he reaches age 20. **Appealing a Classification** - A man may appeal his classification to a Selective Service Appeal Board.xiii

An additional classification, 4F, was applied to those men who did not meet the physical qualifications necessary to serve in the military. Since the draft boards were appointed by the director of the Selective Services agency upon recommendations of the state governors, many during the Vietnam era believed that an unacceptably high number of poor and/or African American young men were drafted. As the war dragged on and the number of men needed in service continued to grow, Congress passed legislation that preempted the potential of favoritism applied by the local boards. A lottery, the first since 1942, was held and the order in which young men would be called to service was determined by the random drawing of 366 birth dates. During the Vietnam era as the casualty lists grew, the opposition to the war became widespread. Many men chose to avoid service in the military during this time. Interestingly, as the country was

> *…faced with well over 100,000 apparent draft offenders, the federal government indicted 22,500 persons, of whom 8,800 were convicted and 4,000 imprisoned. As the Supreme Court expanded the criteria from religious to moral or ethical objections, Conscientious Objector exemptions grew in relation to actual inductions from 8 percent in 1967 to 43 percent in 1971 and 131 percent in 1972. Between 1965 and 1970, 170,000 registrants were classified as Conscientious Objectors.*
>
> *The most common form of draft "protest" was evasion. Of the 26.8 million young men who reached draft age between 1964 and 1973, 16 million (60 percent) did not serve in the military. Of those who avoided service, 15.4 million received legal exemptions or deferments, and perhaps 570,000 evaded the draft illegally. Among illegal draft evaders 360,000 were never caught, another 198,000 had their cases dismissed, 9,000 were convicted, and 4,000 sent to prison. In addition, an estimated 30,000 to 50,000 fled into exile, mainly to Canada, Britain, and Sweden*.xiv

The continuing unpopularity of the war and the fracturing of the country due to the US's involvement and the draft led to a legislative proposal in the 1970s supporting the formation of an All Volunteer Force and an end to the draft. In 1975 President Gerald Ford suspended compulsory draft registration. President Jimmy Carter reinstated the registration during the Soviet invasion of Afghanistan.

Today, almost all US men between the ages of 18 and 25 and resident aliens between those ages are required to register with the Selective Service. This does not imply a call to active duty. If the draft to active service were reinstituted, a lottery system would be in place from the onset. Student deferments would be issued only until the end of the current semester in which a student is enrolled.

NOTES:

i on. 12March 1994. Available online: http://www.saf.org/pub/rkba/wais/data_files/shell/militia/milintro
ii Chambers, John Whiteclay II. "Conscription," American History Files. Available online: http://www.myhistory.org/historytopics/articles/conscription.html (13 Ocotober2001).
iii Shapiro, Peter, ed. History of National Service. Available online: http://www.academy.umd.edu/publications/NationalService/citizen_soldier.htm (13 October 2001).
iv Meier, Michael T. "Civil War Draft Records: Exemptions and Enrollments," Prologue: Journal of the National Archives and Records Administration. Winter 1994, vol. 26, no. 4. Available online: http://www.nara.gov/publications/prologue/meier.html (13 October 2001).
v "New York Draft Riots," Encyclopedia of the Civil War. Available online: http://www.civilwarhome.com/draftriots.htm (13 October 2001).
vi Roosevelt, Franklin D. "Message to Congress, May 31, 1940." U.S., Department of State, Publication 1983, Peace and War: United States Foreign Policy, 1931-1941 (Washington, D.C.: U.S., Government Printing Office, 1943), pp. 542-43.
vii Ibid.
viii Roosevelt, Franklin D. "President Franklin D. Roosevelt Message to Congress On Extension Of Selective Service Terms Of Service." 21 July 1941. [Online] http://www.ibiblio.org/pha/policy/1941/410721a.html November 2, 2001.
ix Bound, John and Sarah Turner. "Going to War and Going to College: Did World War II and the G.I. Bill Increase Educational Attainment for Returning Veterans?" Report 00-453. Population Studies Center, University of Michigan. [Online] webgopher.nara.gov/1/inform/guide/index/nagidxf.txt (Nov. 2, 2001).
x Pollard, Robert A. "US Demobilization after World War II." Economic Security and the Origins of the Cold War, 1945-1950 (New York: Columbia University Press, 1985). [Online] http://www.mtholyoke.edu/acad/intrel/pollard.htm November 1, 2001.
xi Coakley, Dr. Robert W. Highlights of Mobilization, Korean War. [Online] http://www.army.mil/cmh-pg/documents/Korea/kwmob.htm November 3, 2001.
xii Excerpt from "Vietnam War," Microsoft® Encarta® Online Encyclopedia 2000. [Online] http://www.stillserving.org/vietnam_war.htm November 3, 2001.
xiii Selective Service: Classification. Selective Service System Agency website. [Online] http://www.sss.gov/classif.htm November 3, 2001.
xiv Chambers II, John Whiteclay. My History is America's History. [Online] http://www.myhistory.org/historytopics/articles/conscription.html November 3, 2001.

ACTIVITY 4: After completing the Graphic Organizer, answer the following questions:

1. In general, how did the government find people to serve in conflicts? Explain.
2. Who was most likely to be called into military service during the Civil War era? Who would have been exempted?
3. Who was most likely to be called into military service during the Vietnam War? Who would have been exempted?
4. During which war was conscription most fairly implemented? Explain your answer.

ACTIVITY 5:

- Has the history of conscription changed or stayed the same over time?
- How has conscription in the United States changed or stayed the same over time? Explain and support your answer with evidence from at least four of the different conflicts described in the article / graphic organizer.

Conscription Acts / Draft Laws Over the Years (page 1)

Year / Era	Name of Conscription Act / draft law	What were the mandates / stipulations for the law?	Did the law provide exemptions?	Was it mandatory and/or did it provide penalties for those who didn't obey?	What were the age limits & Length of time for draft service?	What were the problems with the law?
1792						
1812						
Civil War 1861-1865						
WW 1 1914-1918						

Conscription Acts / Draft Laws Over the Years (page 2)

Year / Era	Name of Conscription Act / draft law	What were the mandates / stipulations for the law?	Did the law provide exemptions?	Was it mandatory and/or did it provide penalties for those who didn't obey?	What were the age limits & Length of time for draft service?	What were the problems with the law?
WW 2 1939-1945						
Korean War 1950-1953						
Vietnam War 1965-1975						