

Christina School District Instructional Board

Student's First & Last Name _____ **Student ID/Lunch #** _____ **School** _____ **Grade** _____

Grade Level: 11th

Week of May 11th, 2020

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------------|--|---|--|---|---|
| ELA | <p>This week we will utilize your close reading and critical thinking skills to understand the informational text You Just Might Be Addicted.</p> <p>-----</p> <p>Review the chart on writer's moves. Put a check next to all of the ones that you remember from ELA class and that you understand.</p> <p>-----</p> <p>Read the following statements and respond in a sentence or two. Do you agree, disagree? Explain. "You're only as good as your next post."</p> <p>"Your phone is like your life. You either control it or it controls you."</p> <p>_____</p> <p>On the same sheet of</p> | <p>Read the article. As you read; Write questions that arise as you read. Write connections you have to the topic, text, or ideas. Underline words/ideas you don't understand. Star ideas you agree with.</p> <p>When done write for 2-3 minutes your initial reactions to the text. Choose one of the words/ideas that you do not understand. Ask another person or if able look up the word you don't understand to find understanding.</p> | <p>Re-read the text and answer the following.</p> <ol style="list-style-type: none"> 1. What surprised you as you read? 2. What did the author think you already knew? 3. What challenged, changed or confirmed what you knew? 4. Are you concerned with cell phone addiction? Explain. 5. Pick a word/line/passage from the article and respond to it. | <p>Re-read the article a final time looking specifically for writer's craft. Make notes about the kinds of ideas covered in the text, the type of evidence the writer uses to support his ideas, how the piece is organized and presented, and how the writer uses language/words to add layers of meaning. Refer back to the writer's craft sheet to help you. After you identify some of the techniques choose one of focus. Quote the example from the text. Identify where in the text the author uses the technique in the text. How does the use of this technique support the main idea and impact the reader? Explain in 1- 2 paragraphs.</p> | <p>Write a 1-2 response to the article. Utilize 1-2 of the writer's in your response OR create a poster, cartoon, poem, song or rap that supports or critiques the main idea of the text. Whichever position you choose, include the consequences of the other option in your creation.</p> |

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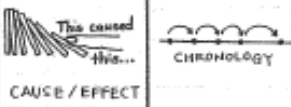
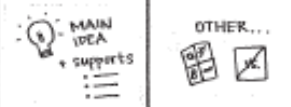






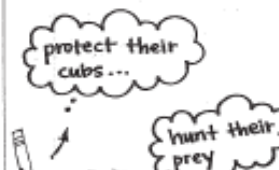
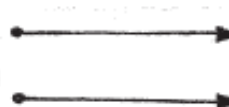
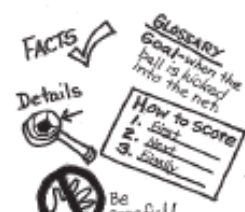


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|-------------------|---|--|--|--|---|
| | <p>paper take the Cell Phone Addiction 'pre-test'.</p> <p>1. Do you think you're addicted to your smartphone and/or social media? Explain</p> <p>2. What are the 3 primary benefits you get out of using your smartphone?</p> <p>3. What are the 3 ways in which your smartphone has a negative effect on you?</p> | | | | |
| Math (IM3) | <p><i>Sufficient Conditions for Similarity of Triangles</i></p> <p>Answer "Which One Doesn't Belong?" and justify your choice. (attached)</p> <p>Review Concept Summary: Triangle Similarity Theorems (attached), and complete Triangle Similarity Theorems Worksheet 1 #1-3. (attached)</p> | <p>Complete Triangle Similarity Theorems Worksheet 2 #1-10. (attached) Reference Concept Summary if needed.</p> | <p>Read pages 38-40. (attached) Use the examples as a guide to complete p. 41 #1-7. (attached)</p> | <p>Complete pages 41-42 #8-16. Use the examples from pages 38-40 as a guide if needed. (attached)</p> | <p>Complete p. 42 #17-22. Use the examples from pages 38-40 as a guide if needed. (attached)</p> |
| Science | <p>Coronavirus: What's the Real Story?: Watch a recent newscast or read a newspaper article about the coronavirus. Write down some "noticings" and/or</p> | <p>How COVID-19 Spreads: Read the article. Annotate. Create and complete a table on which you record connections to questions or ideas from the previous day, new ideas, and new questions.</p> | <p>How To Protect Yourself & Others: Read the article. Summarize the main idea(s) and continue to generate your list of connections, new ideas, and questions. Also</p> | <p>Coronavirus Mythbusters (part 1): Read the 1st 2 pages of the article. Summarize the main idea(s) and continue to generate your list of connections, new</p> | <p>Coronavirus Mythbusters (part 2): Read the 2nd 2 pages of the article. Summarize the main idea(s) and continue to generate your list of connections, new ideas,</p> |

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|-----------------------|--|---|--|--|---|
| | <p>thoughts about what the article or newscast is communicating. Write down your best answers to the following:</p> <p>a) What is your current understanding about the coronavirus? What are your feelings? What questions do you have about the coronavirus? Think about your previous learning in science in school. Write down any connections or possible connections you can think of between the coronavirus outbreak and what you have learned in this science class or previous science classes.</p> | | remember to annotate. | ideas, and questions. Also remember to annotate. | <p>and questions. Also remember to annotate.</p> <p>Answer the following questions: Were there any noticeable patterns or repetitions in the articles you summarized so far? Why might this be? What questions that you posed earlier did this article possibly help to answer?</p> |
| Social Studies | <p>Complete Activity 2, Additional Questions from the document titled, "Drafting America"</p> <p>NOTE: You have the document "Drafting America" from last week's (Week 5 of May 4) CSD Assignment Board. Therefore it is not copied in this packet.</p> | <p>Complete Activity 3, 1792, 1812, & Civil War rows from the document titled, "Drafting America"</p> <p>NOTE: You have the document "Drafting America" from last week's (Week 5 of May 4) CSD Assignment Board. Therefore it is not copied in this packet.</p> | <p>Complete Activity 3, WW 1, & WW 2 rows from the document titled, "Drafting America"</p> <p>NOTE: You have the document "Drafting America" from last week's (Week 5 of May 4) CSD Assignment Board. Therefore it is not copied in this packet.</p> | <p>Complete Activity 3, Korean War & Vietnam War rows from the document titled, "Drafting America"</p> <p>NOTE: You have the document "Drafting America" from last week's (Week 5 of May 4) CSD Assignment Board. Therefore it is not copied in this packet.</p> | <p>Complete Activity 4 from the document titled, "Drafting America"</p> <p>2 NOTES:</p> <p>*You have the document "Drafting America" from last week's (Week 5 of May 4) CSD Assignment Board. Therefore it is not copied in this packet.</p> <p>*Activity 5 will be on next week's CSD Assignment Board</p> |

Writers of Informational Texts Use Techniques Such As:

| | | |
|---|--|--|
| <p style="text-align: center;">Organize</p>  <p style="text-align: center;">CAUSE / EFFECT</p>  <p style="text-align: center;">MAIN IDEA + supports</p> <p style="text-align: center;">OTHER...</p> | <p style="text-align: center;">Make a comparison</p>  | <p style="text-align: center;">Raise questions (and sometimes answer them)</p>  |
| <p style="text-align: center;">Give an example/anecdote</p>  | <p style="text-align: center;">Address the reader directly</p>  | <p style="text-align: center;">Quote an authority</p>  |
| <p style="text-align: center;">Provide a surprising fact or statistic</p>  | <p style="text-align: center;">Choose words/phrases that lead the reader to think one way or another</p>  | <p style="text-align: center;">Repeat Use parallelism</p>  |
| <p style="text-align: center;">Use text features and/or provide a visual</p>  | <p style="text-align: center;">Define key terms and use technical vocabulary</p>  | <p style="text-align: center;">Incorporate humor</p>  |

You Might Just Be Addicted: Smartphone Use Physically Affects Your Brain, Study Says

Source: Coral Murphy, USA Today, February 19, 2020



The average American spends around four hours a day on their smartphone, according to the latest string of surveys. That's more than a month and a half of time each year – swiping, scrolling, and staring at our handheld screens. Think that sounds extreme? Check it on your own phone right now. Go ahead, I'll wait.

For iPhones:

Open up the Settings app. Scroll down to the "Screen Time" section that's grouped with Notifications, Sounds, and Do Not Disturb. Tap on "Screen Time" to see your usage statistics. You'll see a "Daily Average." Just below that, click "See All Activity" to get your weekly stats. You can compare your weekly stats with past weeks by scrolling up and using one of the arrows where it says "This Week."

For Android:

While this OS can vary by device maker, this is the most common way to find the info: Go to Settings > Battery. Tap the 3-dot menu, and go to Battery usage. Tap the 3 dot menu again, and choose Show full device usage. Both options let you see some degree of where you're spending most of your time on your phone, whether it's on social media, listening to music, podcasts or audiobooks, emailing, texting, online shopping, mobile gaming, etc.

You might have a problem if...

Even though smartphone addiction is not an officially recognized psychiatric disorder (yet), many mental health experts now treat it as one. Website PsychCentral suggests you might have a problem if you:

- Feel extremely anxious if your phone battery dies or if you lose service
- Use your phone up until the minute you go to bed and checking it the minute you wake up
- Sleep with your phone on your bed
- Reach for your phone in times of anxiety or depression
- Mindlessly pass time by looking at your phone

It's not you, it's your phone

Our brains are wired to get little "happy hits" of dopamine off of social media posts, online videos, mobile games, and more. Our smartphones are engineered to make us crave them. Tech companies actually hire psychologists, neuroscientists, and social science experts to help them hack the human brain and keep people coming back for more. That's why a lot of us equate spending less time on our phones with giving up something we love. As "How to Break Up With Your Phone," author Catherine Price explains, we have to reframe the way we think of our phone time, "the time you spend on your phone is time you're not spending doing other pleasurable things," not the other way around. So instead of thinking of it as "spending less time on your phone," think of it as "spending more time on your life."

No time for...

OK, now imagine what you could do with just getting half of the time back that you now spend staring, swiping, and phubbing? Isn't it ironic that we're a nation of people who covet freedom, yet so easily and willingly give it up for our devices?

Take a moment right now and write down (with a pen and piece of paper) one thing you would love to do if you had more time. Sleep? Exercise? Learn a new language? Spend more quality time with 1. Mark your confusion. 2. Show evidence of a close reading. 3. Write a 1+ page reflection. your spouse or kids? Write it down and put it in a place you'll see it every day, like your bathroom mirror or refrigerator. Use this written reminder to guide you toward your goal of less "empty" time on your phone and more "full" time on your life.

Outsmart your devices

You can use your screen time settings to put limits on specific apps or lock yourself out during specific times of the day. Trouble is, it's really easy to ignore your own rules, especially with the built-in workaround the phones give you to buy more time online.

Using tech to save you from too much tech can be a good way to go. Start by turning off app notifications, and all of those rings, dings, and annoying things that constantly demand your attention.

Time-tracking apps like Moment, Freedom and Flipd also block access to problematic apps and websites when you want to take a break Flipd even makes a game out of it and lets you create friendly challenges with other people to see who can spend the most time offline.

Google recently launched a few helpful apps for Android devices too including Activity Bubbles, which replaces your wallpaper with bubbles that grow and fill up to represent what you're doing on your phone. Similarly, Screen Stopwatch counts how much time you've spent on your phone each day and puts it front and center where it's difficult to ignore.

Another way to make our screens less appealing is to change settings to black and white. Try it. All of a sudden Instagram isn't so addicting. To turn your iPhone to black and white, go to the Settings app > General > Accessibility > Display Accommodations > Color Filters. Turn "Color Filters" on, and you'll see the option for Grayscale at the top.

Trial separation

Don't try to go totally cold turkey, but rather practice some trial separations first.

I've started leaving my iPhone behind on hikes or runs in the woods. Yes, it's scary to think my family might need me in that hour away from my phone, but it's also totally liberating. It finally gives me time to get back in touch with myself and my own thoughts.

Honestly, I've missed the quiet moments of clarity and creativity more than I've ever missed my phone.

Bethany Baker, executive director of A-GAP, a nonprofit aimed at helping people create healthier relationships with technology, also recommends building mini digital detox moments into your daily routine. "Make breakfast a phone-free time, or take 20 minutes in the afternoon where you purposely refrain from checking your social media," Baker says.

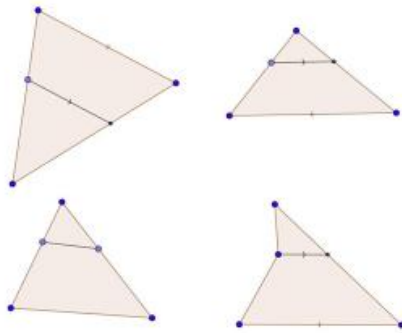
She also recommends practicing "digital minimalism" by refreshing people skills. "Make coffee dates to see friends, face to face to catch up. Avoid texting and face timing and make the interaction real."

What does a healthy relationship look like? Another trick that's worked for me is thinking of my time spent with my iPhone in terms of a human relationship. According to the One Love Foundation, a nonprofit that teaches young people how to identify and avoid abuse, "a healthy relationship should feel easy and make you happy." On the flip side, an unhealthy relationship includes manipulation, possessiveness, isolation, and guilt. In other words, what many of us experience as part of FOMO and apps "trying to control your decisions, actions or emotions."

This is where it helps to "get existential about it," according to Price. She encourages people to think about their own mortality "How many people on their deathbeds do you think are going to say, 'I wish I'd spent more time on Facebook'? Keep asking yourself the same question, again and again and again: This is your life. How much of it do you want to spend on your phone?"

Sufficient Conditions for Similarity of Triangles

Which One Doesn't Belong? Why?



CONCEPT SUMMARY Triangle Similarity Theorems



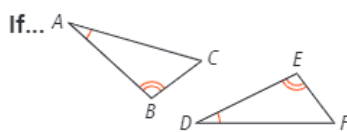
Concept
Summary



Assess

THEOREM 7-1

Angle-Angle Similarity

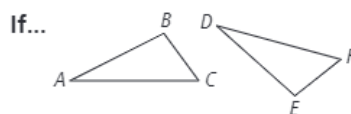


$$\angle A \cong \angle D \text{ and } \angle B \cong \angle E$$

Then... $\triangle ABC \sim \triangle DEF$

THEOREM 7-2

Side-Side-Side Similarity

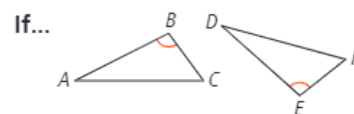


$$\frac{AB}{DE} = \frac{BC}{EF} = \frac{AC}{DF}$$

Then... $\triangle ABC \sim \triangle DEF$

THEOREM 7-3

Side-Angle-Side Similarity



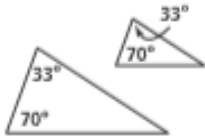
$$\angle B \cong \angle E \text{ and } \frac{AB}{DE} = \frac{BC}{EF}$$

Then... $\triangle ABC \sim \triangle DEF$

Triangle Similarity Worksheet 1

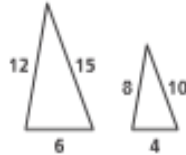
A similarity transformation is a composition of one or more rigid motions and a dilation. If a similarity transformation maps one figure to another, then the figures are similar.

1. Match each pair of similar triangles to the appropriate theorem.



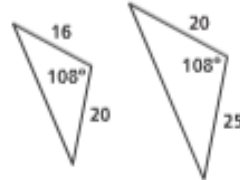
SSS Similarity

If corresponding sides of two triangles are proportional, then the triangles are similar.



SAS Similarity

If two pairs of corresponding sides of two triangles are proportional and the included angles are congruent, then the triangles are similar.

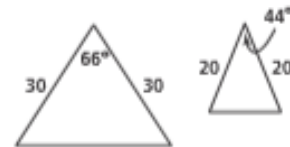


AA Similarity

If two angles of one triangle are congruent to two angles of another triangle, then the triangles are similar.

2. Avery says the triangles shown are similar by the SAS Similarity Theorem. Which best explains why Avery's answer is incorrect?

- (A) The unknown side lengths are not proportional.
- (B) The included angles are not congruent.
- (C) The corresponding sides are not congruent.
- (D) The unknown angle measures are not proportional.



3. Fill in the blanks to complete the proof.

Given: $\overline{AB} \perp \overline{BD}$
 $\overline{EC} \perp \overline{BD}$

Prove: $\triangle ABD \sim \triangle ECD$

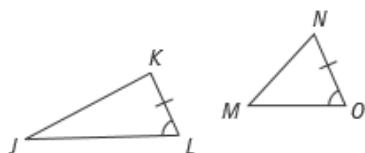


| Statement | Reason |
|---|-----------------------------------|
| $\overline{AB} \perp \overline{BD}$ and $\overline{EC} \perp \overline{BD}$ | Given |
| $\angle ABD = 90^\circ$ and $\angle ECD = 90^\circ$ | Definition of perpendicular |
| $\angle ABD \cong \angle ECD$ | Transitive Property of Congruence |
| $\triangle ABD \sim \triangle ECD$ | Reflexive Property of Congruence |

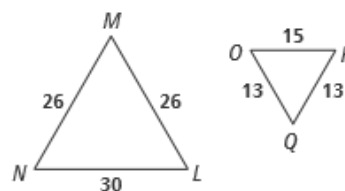
Triangle Similarity Worksheet 2

For Exercises 1–4, if the two triangles are similar, state why they are similar. If not, state that they are not similar.

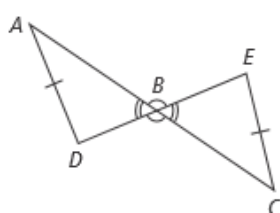
1.



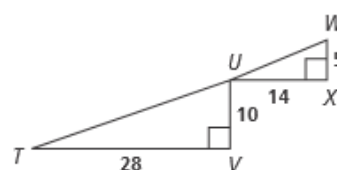
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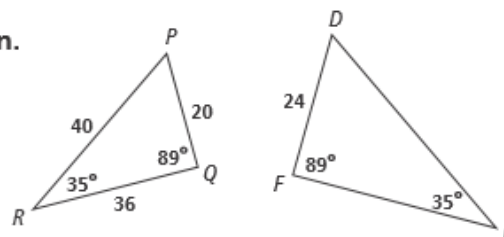


For Exercises 5 and 6, use the triangles shown.

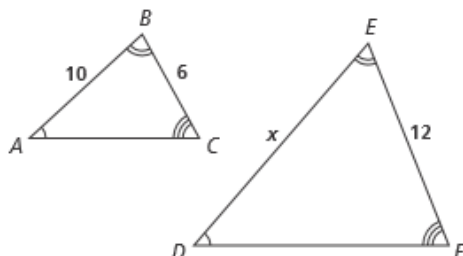
5. What is FE ?

6. What is DE ?

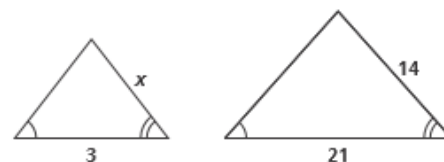
For Exercises 7 and 8, what is the value of x ?



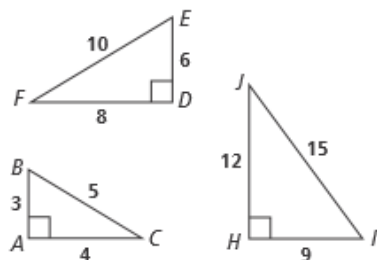
7.



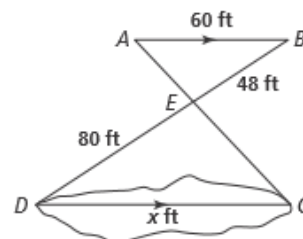
8.



9. Are triangles ABC , DEF , and HIJ similar? Explain.



10. The width of the pond shown is x ft. What is the value of x ?

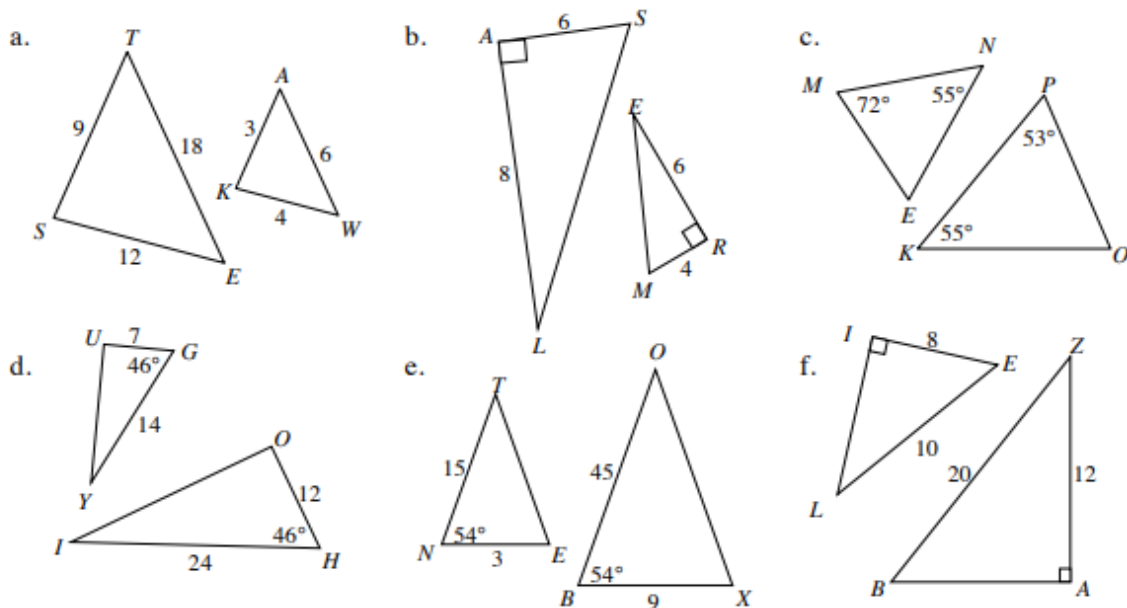


When two figures are related by a series of transformations (including dilations), they are similar. Another way to check for similarity is to measure all the angles and sides of two figures. In this section students develop conditions to shorten the process. These are the **AA Triangle Similarity Condition** ($AA \sim$), the **SAS Triangle Similarity Condition** ($SAS \sim$), and the **SSS Triangle Similarity Condition** ($SSS \sim$). The first condition states that if two pairs of corresponding angles have equal measures, then the triangles are similar. The second condition states that if two pairs of corresponding side lengths have the same ratio, *and* their included angles have the same measure, then the triangles are similar. The third condition states that if all three pairs of corresponding side lengths have the same ratio, then the triangles are similar. Additionally, students found that if similar figures have a ratio of similarity of 1, then the shapes are **congruent**, that is, they have the same size and shape. Students used flowcharts in this section to help organize their information and make logical conclusions about similar triangles. Now students are able to use similar triangles to find side lengths, perimeters, heights, and other measurements.

See the Math Notes boxes in Lessons 3.2.1, 3.2.2, 3.2.4, and 3.2.5 for more information about similar triangles, congruent triangles, and writing flowcharts.

Example 1

Based on the given information, is each pair of triangles similar? If they are similar, write the similarity statement. Justify your answer completely.



We will use the three similarity conditions to test whether or not the triangles are similar.

In part (a), we have the lengths of the three sides, so it makes sense to check whether the SSS \sim holds true. Write the ratios of the corresponding side lengths and compare them to see if they are the same, as shown at right. Each ratio reduces to 3, so they are equal. Therefore, $\triangle TES \sim \triangle AWK$ by SSS \sim .

$$\frac{ST}{KA} = \frac{TE}{AW} = \frac{ES}{WK}$$

$$\frac{9}{3} = \frac{18}{6} = \frac{12}{4}$$

The measurements given in part (b) suggest we look at SAS \sim . $\angle A$ and $\angle R$ are the included angles. Since they are both right angles, they have equal measures. Now we need to check that the corresponding sides lengths have the same ratio, as shown at right.

$$\frac{LA}{ER} = \frac{AS}{RM}$$

$$\frac{8}{6} = \frac{6}{4}$$

$$\frac{4}{3} \neq \frac{3}{2}$$

Although the triangles display the SAS \sim pattern and the included angles have equal measures, the triangles are not similar because the corresponding side lengths do not have the same ratio.

In part (c), we are given the measures of two angles of each triangle, but not corresponding angles. $m\angle K = 55^\circ = m\angle N$ which is one pair of corresponding angles. For AA \sim , we need two pairs of equal angles. If we use the fact that the measures of the three angles of a triangle add up to 180° , we can find the measures of $\angle O$ and $\angle E$ as shown at right. Now we see that all pairs of corresponding angles have equal measures, so $\triangle POK \sim \triangle EMN$ by AA \sim .

$$m\angle O = 180^\circ - 53^\circ - 55^\circ$$

$$m\angle O = 72^\circ$$

$$m\angle E = 180^\circ - 55^\circ - 72^\circ$$

$$m\angle E = 53^\circ$$

Part (d) shows the SAS \sim pattern and we can see that the included angles have equal measures, $m\angle G = m\angle H$. We also need to have the ratio of the corresponding side lengths to be equal. Since the two fractions are equal (the second reduces to the first), the corresponding side lengths have the same ratio. Therefore, $\triangle YUG \sim \triangle IOH$ by SAS \sim .

$$\frac{UG}{OH} = \frac{GY}{HI}$$

$$\frac{7}{12} = \frac{14}{24}$$

In part (e), we see that the included angles have equal measures, $m\angle B = m\angle N$.

Since $\frac{45}{15} = \frac{9}{3} = \frac{3}{1}$, the corresponding sides are proportional. Therefore, $\triangle BOX \sim \triangle NTE$ by SAS \sim .

In part (f), we only have one pair of angles that are equal (the right angles), but those angles are not between the sides with known lengths. However, we can find the lengths of the third sides by using the Pythagorean Theorem.

$$8^2 + (IL)^2 = 10^2$$

$$64 + (IL)^2 = 100$$

$$(IL)^2 = 36$$

$$IL = 6$$

$$12^2 + (AB)^2 = 20^2$$

$$144 + (AB)^2 = 400$$

$$(AB)^2 = 256$$

$$AB = 16$$

Now that we know all three sides, we can check to see if the triangles are similar by SSS \sim . Since the ratios of the corresponding sides are the same, $\triangle ELI \sim \triangle BZA$ by SSS \sim .

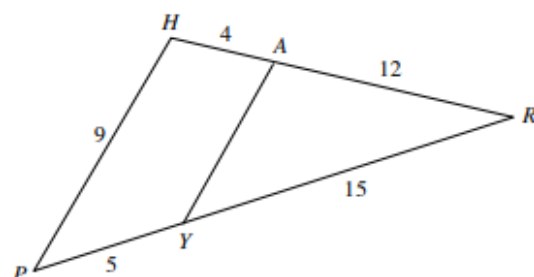
$$\frac{12}{6} = \frac{16}{8} = \frac{20}{10}$$

$$2 = 2 = 2$$

Example 2

In the figure at right, $\overline{AY} \parallel \overline{HP}$. Decide whether or not there are any similar triangles in the figure. Justify your answer with a flowchart.

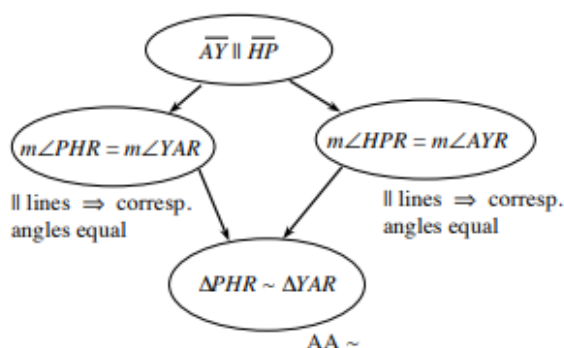
Can you find the length of \overline{AY} ? If so, find it. Justify your answer.



Recalling information we studied in earlier chapters, the parallel lines give us angles with equal measures. In this figure, we have two pairs of corresponding angles with equal measures: $m\angle PHR = m\angle YAR$ and $m\angle HPR = m\angle AYR$. Because two pairs of corresponding angles have equal measures, we can say the triangles are similar: $\triangle PHR \sim \triangle YAR$ by AA \sim . Since the triangles are similar, the lengths of corresponding sides are proportional (i.e., have the same ratio). This means we can write the solution at right.

$$\begin{aligned}\frac{RA}{RH} &= \frac{AY}{HP} \\ \frac{12}{16} &= \frac{AY}{9} \\ AY &= \frac{9 \cdot 12}{16} = 6.75\end{aligned}$$

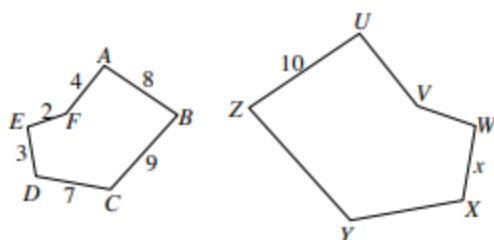
We can justify this result with a flowchart as well. The flowchart at right organizes and states what is written above.



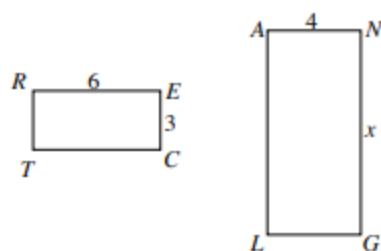
Problems

Each pair of figures below is similar. Write a correct similarity statement and solve for x .

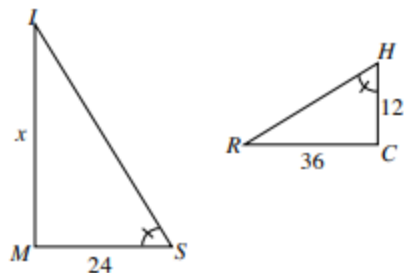
1.



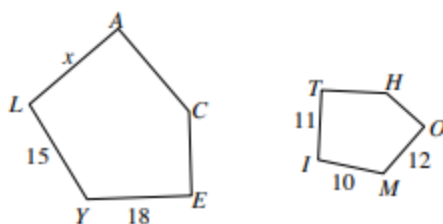
2.



3.

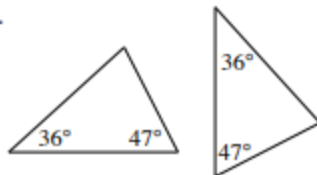


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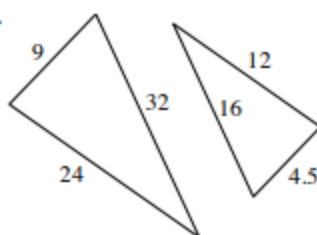


Determine if each pair of triangles is similar. If they are similar, justify your answer.

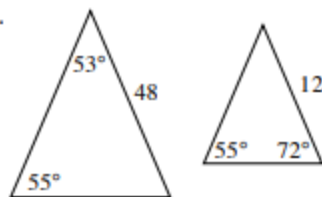
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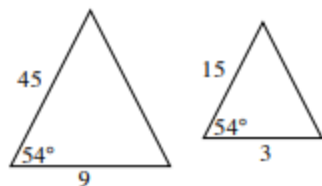
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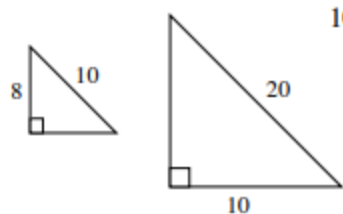
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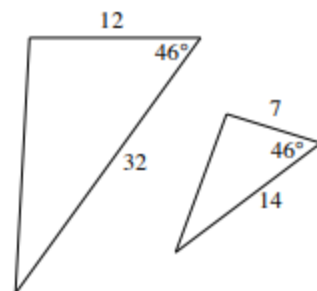
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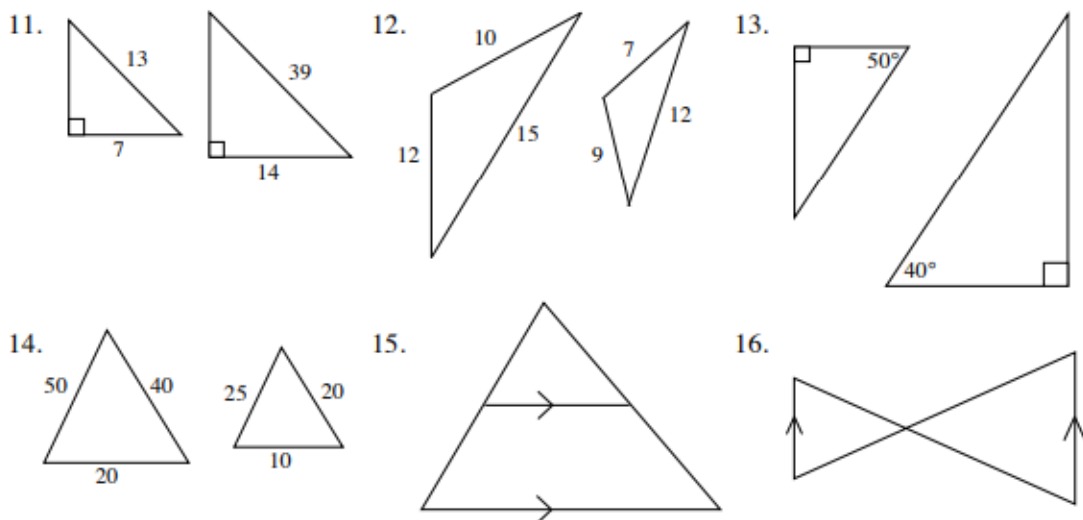


9.

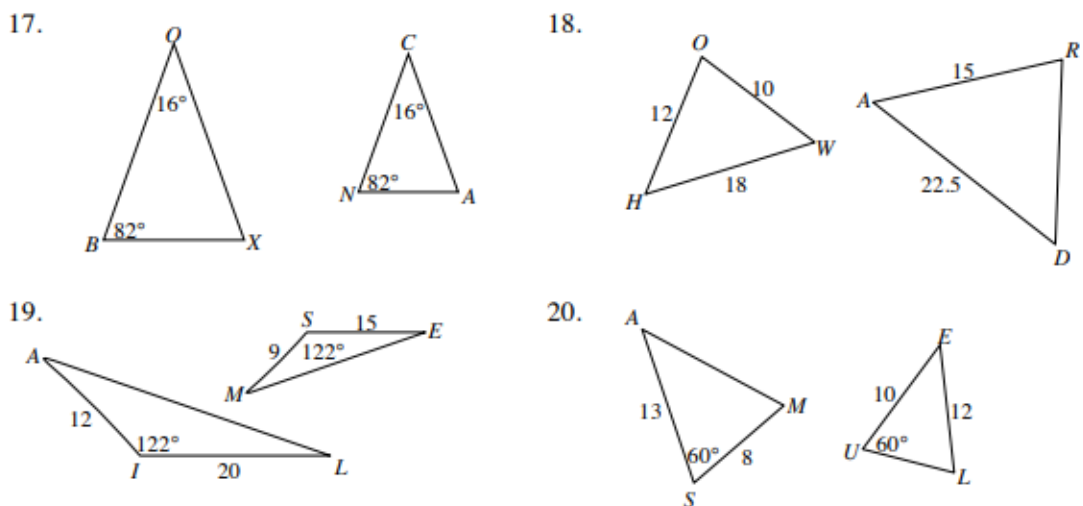


10.

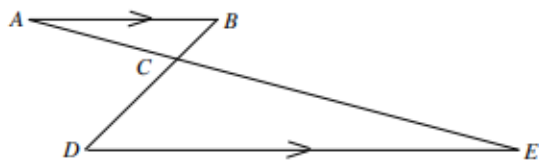




Decide if each pair of triangles is similar. If they are similar, write a correct similarity statement and justify your answer.



21. In the figure at right $\overline{AB} \parallel \overline{DE}$. Is $\triangle ABC$ similar to $\triangle EDC$? Use a flowchart to organize and justify your answer.



22. Standing four feet from a mirror resting 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? Draw a picture to help solve the problem.

How COVID-19 Spreads

COVID-19 is thought to spread mainly through close contact from person-to-person in respiratory droplets from someone who is infected. People who are infected often have symptoms of illness. Some people without symptoms may be able to spread virus.

COVID-19 is a new disease and **we are still learning about how it spreads** and the severity of illness it causes.

Person-to-person spread

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

[Maintaining good social distance](#) (about 6 feet) is very important in preventing the spread of COVID-19.

Spread from contact with contaminated surfaces or objects

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes. This is not thought to be the main way the virus spreads, but we are still learning more about this virus.

[Wash your hands](#) often with soap and water. If soap and water are not available, use an alcohol-based hand rub. Also, [routinely clean](#) frequently touched surfaces.

How easily the virus spreads

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious, like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping.

The virus that causes COVID-19 is spreading very easily and sustainably between people.

Information from the ongoing COVID-19 pandemic suggest that this virus is spreading more efficiently than influenza, but not as efficiently as measles, which is highly contagious.

How to Protect Yourself & Others

Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness. More information on [Are you at higher risk for serious illness?](#)

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to [spread mainly from person-to-person](#).
 - Between people who are in close contact with one another (within about 6 feet).
 - Through respiratory droplets produced when an infected person coughs, sneezes or talks.
 - These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
 - Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Everyone Should

Wash your hands often

- [Wash your hands](#) often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Avoid close contact

- **Avoid close contact with people who are sick, even inside your home.** If possible, maintain 6 feet between the person who is sick and other household members.
- **Put distance between yourself and other people outside of your home.**
 - Remember that some people without symptoms may be able to spread virus.
 - [Stay at least 6 feet \(about 2 arms' length\) from other people](#).
 - Do not gather in groups.
 - Stay out of crowded places and avoid mass gatherings.
 - Keeping distance from others is especially important for [people who are at higher risk of getting very sick](#).

Cover your mouth and nose with a cloth face cover when around others

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a [cloth face cover](#) when they have to go out in public, for example to the grocery store or to pick up other necessities.
 - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.

- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a facemask meant for a healthcare worker.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Cover coughs and sneezes

- **If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- **Clean AND disinfect frequently touched surfaces daily.** This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- **If surfaces are dirty, clean them.** Use detergent or soap and water prior to disinfection.
- **Then, use a household disinfectant.** Most common [EPA-registered household disinfectant](#)^{external icon} will work.

Coronavirus disease (COVID-19) advice for the public: Myth busters

There are currently no drugs licensed for the treatment or prevention of COVID-19

While several drug trials are ongoing, there is currently no proof that hydroxychloroquine or any other drug can cure or prevent COVID-19. The misuse of hydroxychloroquine can cause serious side effects and illness and even lead to death. WHO is coordinating efforts to develop and evaluate medicines to treat COVID-19.

Adding pepper to your soup or other meals DOES NOT prevent or cure COVID-19

Hot peppers in your food, though very tasty, cannot prevent or cure COVID-19. The best way to protect yourself against the new coronavirus is to keep at least 1 metre away from others and to wash your hands frequently and thoroughly. It is also beneficial for your general health to maintain a balanced diet, stay well hydrated, exercise regularly and sleep well.

COVID-19 IS NOT transmitted through houseflies

To date, there is no evidence or information to suggest that the COVID-19 virus transmitted through houseflies. The virus that cause COVID-19 spreads primarily through droplets generated when an infected person coughs, sneezes or speaks. You can also become infected by touching a contaminated surface and then touching your eyes, nose or mouth before washing your hands. To protect yourself, keep at least 1-metre distance from others and disinfect frequently-touched surfaces. Clean your hands thoroughly and often and avoid touching your eyes, mouth and nose.

Spraying and introducing bleach or another disinfectant into your body WILL NOT protect you against COVID-19 and can be dangerous

Do not under any circumstance spray or introduce bleach or any other disinfectant into your body. These substances can be poisonous if ingested and cause irritation and damage to your skin and eyes.

Bleach and disinfectant should be used carefully to disinfect surfaces only. Remember to keep chlorine (bleach) and other disinfectants out of reach of children.

Drinking methanol, ethanol or bleach DOES NOT prevent or cure COVID-19 and can be extremely dangerous

Methanol, ethanol, and bleach are poisons. Drinking them can lead to disability and death. Methanol, ethanol, and bleach are sometimes used in cleaning products to kill the virus on surfaces – however you should never drink them. They will not kill the virus in your body and they will harm your internal organs.

To protect yourself against COVID-19, disinfect objects and surfaces, especially the ones you touch regularly. You can use diluted bleach or alcohol for that. Make sure you clean your hands frequently and thoroughly and avoid touching your eyes, mouth and nose.

5G mobile networks DO NOT spread COVID-19

Viruses cannot travel on radio waves/mobile networks. COVID-19 is spreading in many countries that do not have 5G mobile networks.

COVID-19 is spread through respiratory droplets when an infected person coughs, sneezes or speaks. People can also be infected by touching a contaminated surface and then their eyes, mouth or nose.

Exposing yourself to the sun or to temperatures higher than 25C degrees DOES NOT prevent the coronavirus disease (COVID-19)

You can catch COVID-19, no matter how sunny or hot the weather is. Countries with hot weather have reported cases of COVID-19. To protect yourself, make sure you clean your hands frequently and thoroughly and avoid touching your eyes, mouth, and nose.

You can recover from the coronavirus disease (COVID-19). Catching the new coronavirus DOES NOT mean you will have it for life.

Most of the people who catch COVID-19 can recover and eliminate the virus from their bodies. If you catch the disease, make sure you treat your symptoms. If you have cough, fever, and difficulty breathing, seek medical care early – but call your health facility by telephone first. Most patients recover thanks to supportive care.

Being able to hold your breath for 10 seconds or more without coughing or feeling discomfort DOES NOT mean you are free from the coronavirus disease (COVID-19) or any other lung disease.

The most common symptoms of COVID-19 are dry cough, tiredness and fever. Some people may develop more severe forms of the disease, such as pneumonia. The best way to confirm if you have the virus producing COVID-19 disease is with a laboratory test. You cannot confirm it with this breathing exercise, which can even be dangerous.

Drinking alcohol does not protect you against COVID-19 and can be dangerous

Frequent or excessive alcohol consumption can increase your risk of health problems.

COVID-19 virus can be transmitted in areas with hot and humid climates

The best way to protect yourself against COVID-19 is by maintaining physical distance of at least 1 metre from others and frequently cleaning your hands. By doing this you eliminate viruses that may be on your hands and avoid infection that could occur by then touching your eyes, mouth, and nose.

Cold weather and snow CANNOT kill the new coronavirus.

There is no reason to believe that cold weather can kill the new coronavirus or other diseases. The normal human body temperature remains around 36.5°C to 37°C, regardless of the external

temperature or weather. The most effective way to protect yourself against the new coronavirus is by frequently cleaning your hands with alcohol-based hand rub or washing them with soap and water.

Taking a hot bath does not prevent the new coronavirus disease

Taking a hot bath will not prevent you from catching COVID-19. Your normal body temperature remains around 36.5°C to 37°C, regardless of the temperature of your bath or shower. Actually, taking a hot bath with extremely hot water can be harmful, as it can burn you. The best way to protect yourself against COVID-19 is by frequently cleaning your hands. By doing this you eliminate viruses that may be on your hands and avoid infection that could occur by then touching your eyes, mouth, and nose.

The new coronavirus CANNOT be transmitted through mosquito bites.

To date there has been no information nor evidence to suggest that the new coronavirus could be transmitted by mosquitoes. The new coronavirus is a respiratory virus which spreads primarily through droplets generated when an infected person coughs or sneezes, or through droplets of saliva or discharge from the nose. To protect yourself, clean your hands frequently with an alcohol-based hand rub or wash them with soap and water. Also, avoid close contact with anyone who is coughing and sneezing.

Are hand dryers effective in killing the new coronavirus?

No. Hand dryers are not effective in killing the 2019-nCoV. To protect yourself against the new coronavirus, you should frequently clean your hands with an alcohol-based hand rub or wash them with soap and water. Once your hands are cleaned, you should dry them thoroughly by using paper towels or a warm air dryer.

Ultra-violet (UV) lamps should not be used to disinfect hands or other areas of your skin

UV radiation can cause skin irritation and damage your eyes.

Cleaning your hands with alcohol-based hand rub or washing your hands with soap and water are the most effective ways to remove the virus.

How effective are thermal scanners in detecting people infected with the new coronavirus?

Thermal scanners are effective in detecting people who have developed a fever (i.e. have a higher than normal body temperature) because of infection with the new coronavirus.

However, they cannot detect people who are infected but are not yet sick with fever. This is because it takes between 2 and 10 days before people who are infected become sick and develop a fever.

Do vaccines against pneumonia protect you against the new coronavirus?

No. Vaccines against pneumonia, such as pneumococcal vaccine and Haemophilus influenza type B (Hib) vaccine, do not provide protection against the new coronavirus.

The virus is so new and different that it needs its own vaccine. Researchers are trying to develop a vaccine against 2019-nCoV, and WHO is supporting their efforts.

Although these vaccines are not effective against 2019-nCoV, vaccination against respiratory illnesses is highly recommended to protect your health.

Can regularly rinsing your nose with saline help prevent infection with the new coronavirus?

No. There is no evidence that regularly rinsing the nose with saline has protected people from infection with the new coronavirus.

There is some limited evidence that regularly rinsing nose with saline can help people recover more quickly from the common cold. However, regularly rinsing the nose has not been shown to prevent respiratory infections.

Can eating garlic help prevent infection with the new coronavirus?

Garlic is a healthy food that may have some antimicrobial properties. However, there is no evidence from the current outbreak that eating garlic has protected people from the new coronavirus.

Does the new coronavirus affect older people, or are younger people also susceptible?

People of all ages can be infected by the new coronavirus (2019-nCoV). Older people, and people with pre-existing medical conditions (such as asthma, diabetes, heart disease) appear to be more vulnerable to becoming severely ill with the virus.

WHO advises people of all ages to take steps to protect themselves from the virus, for example by following good hand hygiene and good respiratory hygiene.

Are antibiotics effective in preventing and treating the new coronavirus?

No, antibiotics do not work against viruses, only bacteria.

The new coronavirus (2019-nCoV) is a virus and, therefore, antibiotics should not be used as a means of prevention or treatment.

However, if you are hospitalized for the 2019-nCoV, you may receive antibiotics because bacterial co-infection is possible.

Are there any specific medicines to prevent or treat the new coronavirus?

To date, there is no specific medicine recommended to prevent or treat the new coronavirus (2019-nCoV).

However, those infected with the virus should receive appropriate care to relieve and treat symptoms, and those with severe illness should receive optimized supportive care. Some specific treatments are under investigation, and will be tested through clinical trials. WHO is helping to accelerate research and development efforts with a range of partners.

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)

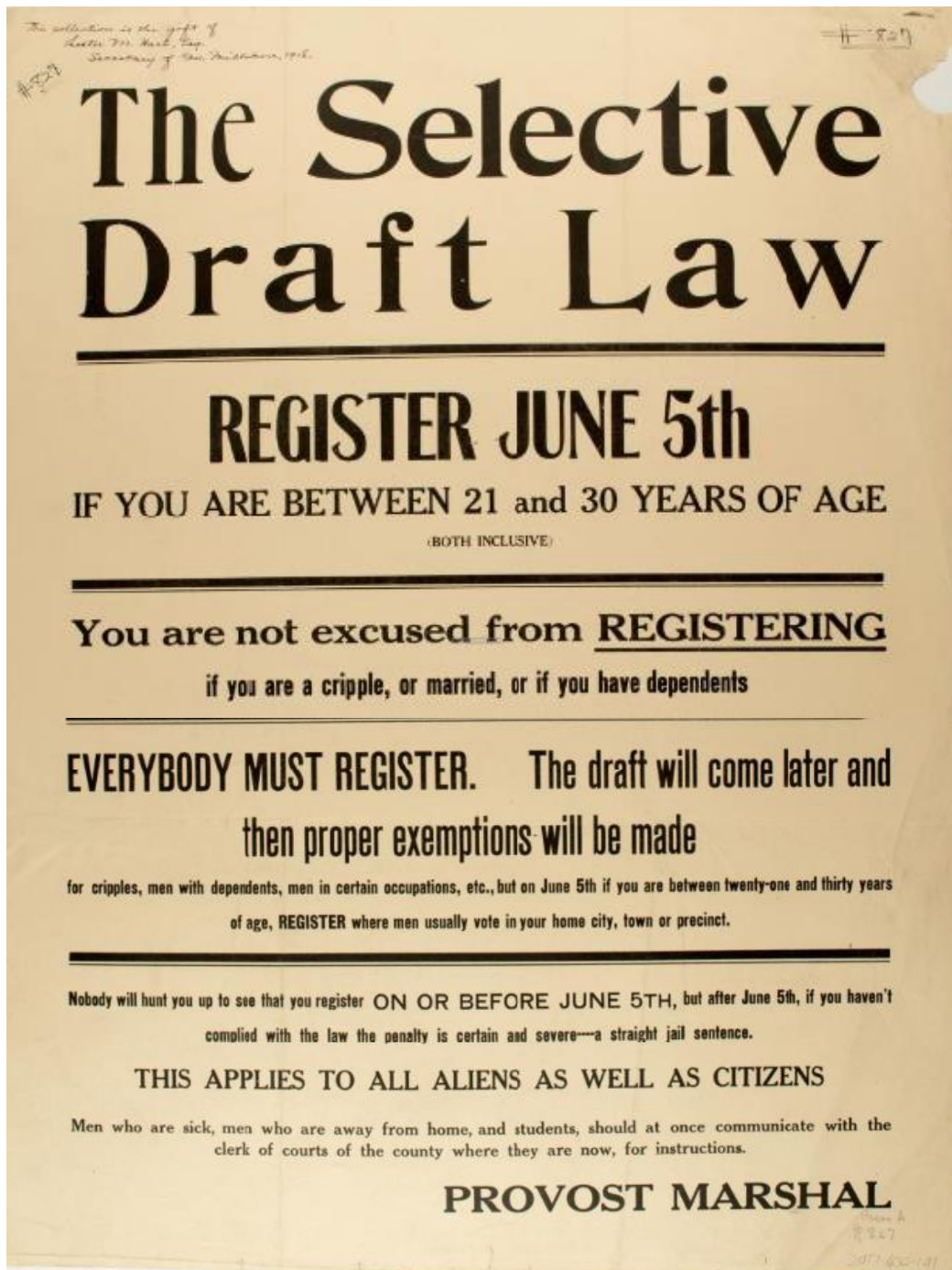
ANALYZE the Primary Source Document by answering the following questions on a separate sheet of paper:

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:



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 reinstate 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.

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- 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.
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- xi Coakley, Dr. Robert W. Highlights of Mobilization, Korean War. [Online] <http://www.army.mil/cmhp-g/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 | | | | | | |