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

Grade Level: 12th

Week of May 11th, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	This week we will utilize your close reading and critical thinking skills to understand the informational text Optimist for the Win 	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. • 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.	Re-read the text and answer the following. 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. Do you believe that optimism can have an impact on your health? Explain. 5. Pick a word/line/passage from the article and respond to it.	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 form 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	Write a 1-2 response to the article. Utilize 1-2 of the writer's techniques in addition to 2 of the vocabulary words in your response OR create a poster, cartoon, poem, song or rap that supports or critiques cellphone use, whichever you choose include the consequences of the other option in your creation.

Christina School District Assignment Board

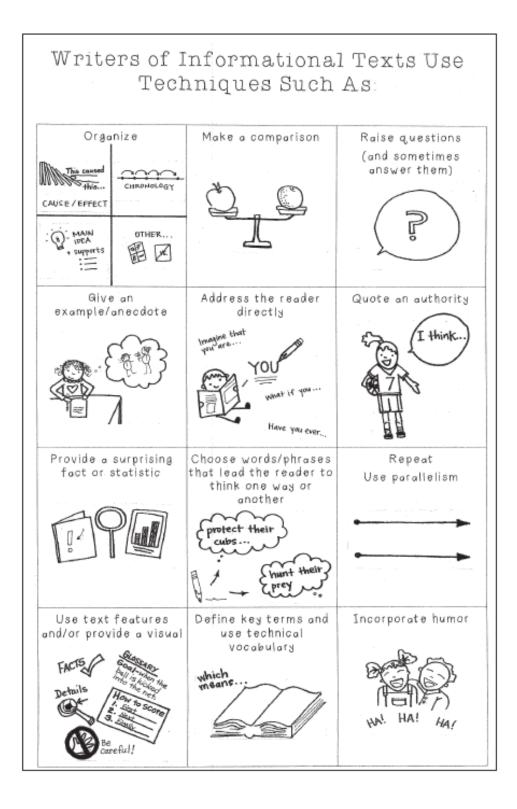
Student's First & Last Name		Studen	t ID/Lunch #	School	Grade	
	optimism to power."				paragraphs.	
		For pure fun complete the Optimism Test.				
Math	IM4	How Much Does a Loan Cost? Answer "Which One Doesn't Belong?" and justify your choice. (attached) Review Concept Summary: Compound Interest and read page 72. (attached) Use the examples as a guide to complete Compound Interest Worksheet 1 #1-3. (attached)	Complete Compound Interest Worksheet 2 # 1-5. (attached) Reference Concept Summary and examples from page 72 if needed. (attached)	Complete page 73 #1- 5. (attached) Use the Concept Summary and examples from page 71 if needed.	Complete page 73 #6- 10. (attached) Use the Concept Summary and examples from page 71 if needed.	Complete Compound Interest Worksheet 3 # 1-6. (attached) Reference Concept Summary and examples from page 72 if needed. (attached)
	PreCalc	Solving Trig Equations Review 5.3 PP and examples to complete Solving Trig Equations Practice Worksheet 1 #1-6. (attached)	Use 5.3 PP notes and examples to complete Solving Trig Equations Practice Worksheet 1 #7-11. (attached)	Use 5.3 PP notes and examples to complete Solving Trig Equations Practice Worksheet 2 #1-6. (attached)	Use 5.3 PP notes and examples to complete Solving Trig Equations Practice Worksheet 2 #7-12. (attached)	Use 5.3 PP notes and examples to complete Solving Trig Equations Practice Worksheet 2 #13-20. (attached)
	Calc	Definite Integrals				
Scienc	e	Coronavirus: What's the Real Story?: Watch a recent newscast or read a newspaper article	How COVID-19 Spreads: Read the article. Annotate. Create and complete a table on which you record connections to	How To Protect Yourself & Others: Read the article. Summarize the main idea(s) and continue to	Coronavirus Mythbusters (part 1): Read the 1st 2 pages of the article. Summarize the main	Coronavirus Mythbusters (part 2): Read the 2nd 2 pages of the article. Summarize the main

Christina School District Assignment Board

Student's First & Last Name		Studen	nt ID/Lunch # School		Grade
	about the coronavirus. Write down some "noticings" and/or thoughts about what the article or newscast is communicating. Write down your best answers to the following: 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 classes.	questions or ideas from the previous day, new ideas, and new questions.	generate your list of connections, new ideas, and questions. Also remember to annotate.	idea(s) and continue to generate your list of connections, new ideas, and questions. Also remember to annotate.	idea(s) and continue to generate your list of connections, new ideas, and questions. Also remember to annotate. 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?
Social Studies	Complete Activity 2, Additional Questions from the document titled, "Drafting America" 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.	Complete Activity 3, 1792, 1812, & Civil War rows from the document titled, "Drafting America" 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.	Complete Activity 3, WW 1, & WW 2 rows from the document titled, "Drafting America" 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.	Complete Activity 3, Korean War & Vietnam War rows from the document titled, "Drafting America" 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.	Complete Activity 4 from the document titled, "Drafting America" 2 NOTES: *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. *Activity 5 will be on next week's CSD Assignment Board

Christina School District Assignment Board

Student's First & Last Name	Student ID/Lunch #	School	Grade
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Optimist or pessimist?

Answer the following questions and see where your tendencies lie around positive and negative thinking. In each case, which option is *nearest* to the response that you would *tend* to give in these situations? The quiz is not scientific and is designed as a quick tool to give a general pointer on your thinking process.

You can't • •	find your wallet in the usual place: You think someone has pinched it You ask yourself if you left it in an unusual place	1 2
Some of y • •	our numbers have come up on the lottery. Your first thought is: I've misheard the numbers What shall I buy?	1 2
You hear • •	yells coming from next door. Do you think: Someone's in trouble They have their TV on too loud	1 2
You see a • •	bird flying towards an oncoming car. Do you: Shut your eyes and wait for the thud Wait to see how the bird takes care of itself	1 2
	rriving at the railway station two minutes before your train is due to leave. our train is sitting at the platform. Do you Run to the train Walk to the train	1 2
	h the TV news about a dangerous person at large last seen fifty miles from u live. Do you: Decide not to go out unless you have to Forget about it as the risk is so small	1 2
	riving to an important appointment in 15 minutes time when the traffic a standstill one mile before your destination. Do you think: I'd better phone to say I'm going to be late Relax, the traffic will move soon and if I'm late, they'll wait for me	1 2
	just changed your dental surgery and it's the day of your check up. The ist is a bit short with you when you arrive. Do you: wish you'd never changed your dentist, this is going to be a nightmare assume she's having a bad morning	1 2
- It's Sunda	y afternoon and the phone starts ringing when you are watching TV. Do	۷
you: •	Leave it for the answer machine, it's probably another telesales call Answer it, it could be your best friend phoning for a catch up	1 2

Mainly 1s

You may have a tendency to think the worst. You may have low self-esteem and confidence. Perhaps you also find it difficult to trust in the outside world. People with a tendency for a negative mindset can be tricky to collaborate with as they are seen as putting up barriers to solutions and being critical and difficult to please.

Mainly 2s

You are generally optimistic about your life and your trust in the outside world outweighs the more negative experiences you may have. You are in some ways easier to interact with than a pessimist, but your expectations sometimes need managing. It's possible that you overlook the odd risk here and there, which may sometimes lead people to think you haven't thought things through.

See the section of the Guide on 'Disputing negative thoughts'.

Optimists For The Win: Finding The Bright Side Might Help You Live Longer

by Patti Neighmond for NPR, 09-01-2019

Good news for the cheery: A Boston study published this month suggests people who tend to be optimistic are likelier than others to live to be 85 years old or more.

That finding was independent of other factors thought to influence life's length — such as "socioeconomic status, health conditions, depression, social integration, and health behaviors," the researchers from Boston University School of Medicine and the Harvard T.H. Chan School of Public Health say. Their work appears in a recent issue of the science journal *PNAS*.

"We wanted to consider, in the current issue, benefits of psychological resources like optimism as possible new targets for promoting healthy aging," says Lewina Lee, who headed the study. She's a clinical research psychologist at Boston University. "The more we know about ways to promote healthy aging the better."

Researchers already knew from previous work that optimistic individuals tend to have a reduced risk of depression, heart disease and other chronic diseases. But might optimism also be linked to exceptional longevity? Lee looked at medical records from two long term research studies — one involving female nurses and the other involving men, mostly veterans.

The study included 69,744 women and 1,429 men. Both groups completed survey measures to assess their level of optimism, as well as their overall health and health habits such as diet, smoking and alcohol use. In the survey, study participants were asked if they agreed with statements such as "in uncertain times I usually expect the best" or "I usually expect to succeed in things that I do."

Health outcomes from women in the study were tracked for 10 years, while the men's health was followed for 30 years. Researchers found that the most optimistic men and women demonstrated, on average, an 11-15% longer lifespan, and had far greater odds of reaching 85 years old, compared to the least optimistic group.

Now, researchers say they can't tell from this study how optimism might affect longevity. Optimistic people might be more motivated to try to maintain good health - such as maintaining a decent diet, engaging in regular exercise and not smoking.

They may also be better at regulating stress, Lee says. The burden of unrelieved stress is well known to have negative effects on health, including an increase in heart disease, liver disease and gastrointestinal problems.

Clinical health psychologist Natalie Dattilo, with Brigham and Women's Hospital in Boston, says even if it doesn't come naturally, optimism can be taught. In her practice she works mostly with adults who struggle with depression and anxiety — "a lot of folks who worry," she says. Many are pessimistic and "tend to see things through a half empty glass and typically expect negative outcomes."

In treatment, Dattilo works to expand their world view, so their set of assumptions about the world and themselves are more uplifting and empowering.

"We examine their thinking under a psychological microscope," Dattilo says, discussing why they anticipate a particular negative outcome. "If we can look at that together, we can begin to uncover systems of beliefs and assumptions people are making about themselves in their lives and we can begin to change those."

Dattilo challenges patients to pay attention when a negative outlook kicks in, and consciously shift it. "Just try it on, try on a different thought, attitude or mindset and play that out and just see what happens," she advises.

Also, she emphasizes, optimism isn't simply the absence of depression or sadness or stress.

"People who think in optimistic ways are still prone to stress," she says. "They are functioning in our society, meeting demands, prone to burn out. And it's not like negative events won't happen."

But the way they cope with problems makes a difference, she says. Difficulties don't tend to cause them distress for extended periods of time.

"Resilience is our ability to bounce back, to recover," she says. "And what this study shows is that optimism actually plays a very big role in our ability to bounce — even if we experience setbacks."

So, are gloomy curmudgeons doomed to short, brutish lives, even if they are content to be pessimistic? Some people find eternal optimists insufferable.

Lewina Lee says she treats pessimistic patients "all the time." While some seem satisfied with their outlook, others are more open to lightening up, once they know how, in order to achieve goals that are important to them.

"I would try to challenge their negativity and shake it loose," she says, and get rid of some of the patients' more rigidly held beliefs for their own benefit.

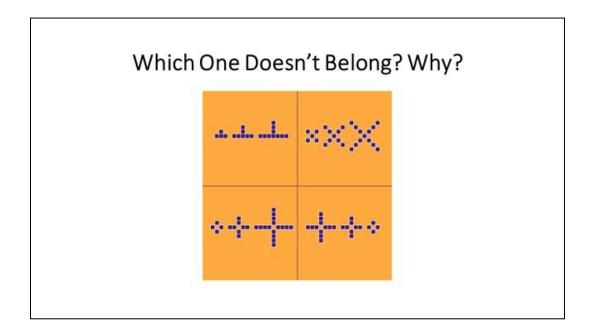
Pessimists who try this will likely end up happier, she suggests. And they might even extend their lives.

Reference

Tappolet, C. (2010). Procrastination and Personal Identity. In C. Andreou & M.D. White (Eds.) *The Thief of Time: Philosophical Essays on Procrastination* (pp. 115-129). New York: Oxford University Press.

IM4 – Week of May 11th

How Much Does a Loan Cost?



CONCEPT Compound InterestWhen interest is paid monthly, the interest earned after the first month
becomes part of the new principal for the second month, and so on. Interest
is earned on interest already earned. This is compound interest.The compound interest formula
is an exponential model that is used to
calculate the value of an investment when interest is compounded.P = the initial principal invested
r = annual interest rate, written as a decimal
n = number of compounding periods per year
A = the value of the account after t years

SIMPLE AND COMPOUND INTEREST

In Course 2 students are introduced to simple interest, the interest is paid only on the original amount invested. The formula for simple interest is: I = Prt and the total amount including interest would be: A = P + I. In Course 3, students are introduced to compound interest using the formula: $A = P(1 + r)^n$. Compound interest is paid on both the original amount invested and the interest previously earned. Note that in these formulas, P = principal (amount invested), r = rate of interest, t and n both represent the number of time periods for which the total amount A, is calculated and I = interest earned.

For additional information, see the Math Notes box in Lesson 8.1.3 of the *Core Connections*, *Course 3* text.

Example 1

Wayne earns 5.3% simple interest for 5 years on \$3000. How much interest does he earn and what is the total amount in the account?

Put the numbers in the formula $I = Prt$.	I = 3000(5.3%)5
Change the percent to a decimal.	= 3000(0.053)5
Multiply.	= 795 Wayne would earn \$795 interest.
Add principal and interest.	\$3000 + \$795 = \$3795 in the account

Example 2

Use the numbers in Example 1 to find how much money Wayne would have if he earned 5.3% interest compounded annually.

Put the numbers in the formula $A = P(1 + r)^n$.	$A = 3000(1 + 5.3\%)^5$
Change the percent to a decimal.	$= 3000(1+0.053)^5$ or $3000(1.053)^5$
Multiply.	= 3883.86
Wayne would have \$3883.86.	

Students are asked to compare the difference in earnings when an amount is earning simple or compound interest. In these examples, Wayne would have 88.86 more with compound interest than he would have with simple interest: 8383.86 - 83795 = 888.86.

72	© 2013 CPM Educational Program. All rights reserved.	Core Connections, Course 3
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Compound Interest Worksheet 1

1. It is important to know what the variables in interest-rate formulas represent. Compound Interest: $A = P(1 + \frac{r}{n})^{nt}$ Continuously Compounded Interest: $A = Pe^{rt}$

Write the variable in the blank next to its description.

- the principal, or the initial amount of money that is invested
- _____ the annual rate of interest, or interest rate
- the accumulated value of the account, or the balance
- the number of compounding periods each year
- _____ the time given in years
- approximately 2.718282... is a constant called the natural base
- Abby invested \$4,500 in a savings account where she earned 2.5% interest compounded quarterly. She miscalculated what the accumulated value would be in her account after 5 years. Find and correct her error.

$$A(5) = 4,500 \left(1 + \frac{0.025}{4}\right)^{\frac{1}{2}}$$
$$= 4,500 (1.00625)^{5}$$
$$\approx $4,642$$

3. Danielle has two interest rates to choose from to invest her inheritance of \$5,000. BANK A: 2.75% compounded monthly; BANK B: 3.25% compounded semi-annually Complete Danielle's work to find the better return after 10 years.

BANK A $A(t) = a \left(1 + \frac{r}{n}\right)^{nt}$ $A(10) = 5,000 \left(1 + \frac{0.0275}{12}\right)^{12 \cdot 10}$ $\approx $6,581$ BANK B $A(t) = a \left(1 + \frac{r}{n}\right)^{nt}$

Compound Interest Worksheet 2

1. Darren invests \$4,500 into an account that earns 5% annual interest. How much will be in the account after 10 years if the interest rate is compounded annually, quarterly, monthly, or daily? Which compounded interest rate should Darren choose? Use the table below to find the value of the account after 10 years.

	Use the Compound Interest Formula	Amount after 10 years
Annually		
Quarterly		
Monthly		
Daily		

2. Ella invests \$2,000 in an account that pays 4% annual interest rate, compounded continuously. What is the value of her account after 5 years? Round your answer to the nearest dollar. Show your work.

The data below shows the estimated population of a highly populated area of the United States during a period of 6 decades.

Decade	1950	1960	1970	1980	1990	2000	2010
Population (in millions)	10.6	13	16	19.7	24.2	29.8	36.7

- 3. Use a graphing calculator to find an exponential model that shows the relationship between the decades *x* since 1950 and the population *y*. Use 0 for 1950, 1 for 1960,
- **4.** How can you rewrite the exponential growth function in Exercise 3 to find the yearly growth rate?
- 5. In 2015, Allie inherited land that was valued at \$200,000. In 2016, the value of the land increased to \$212,000. If this rate of increase continues, what exponential model can you use to describe the increase in value of the land over time?

Problems

Solve the following problems.

- Tong loaned Jody \$50 for a month. He charged 5% simple interest for the month. How much did Jody have to pay Tong?
- Jessica's grandparents gave her \$2000 for college to put in a savings account until she starts college in four years. Her grandparents agreed to pay her an additional 7.5% simple interest on the \$2000 for every year. How much extra money will her grandparents give her at the end of four years?
- 3. David read an ad offering $8\frac{3}{4}\%$ simple interest on accounts over \$500 left for a minimum of 5 years. He has \$500 and thinks this sounds like a great deal. How much money will he earn in the 5 years?
- 4. Javier's parents set an amount of money aside when he was born. They earned 4.5% simple interest on that money each year. When Javier was 15, the account had a total of \$1012.50 interest paid on it. How much did Javier's parents set aside when he was born?
- 5. Kristina received \$125 for her birthday. Her parents offered to pay her 3.5% simple interest per year if she would save it for at least one year. How much interest could Kristina earn?
- 6. Kristina decided she would do better if she put her money in the bank, which paid 2.8% interest compounded annually. Was she right?
- 7. Suppose Jessica (from problem 2) had put her \$2000 in the bank at 3.25% interest compounded annually. How much money would she have earned there at the end of 4 years?
- Mai put \$4250 in the bank at 4.4% interest compounded annually. How much was in her account after 7 years?
- 9. What is the difference in the amount of money in the bank after five years if \$2500 is invested at 3.2% interest compounded annually or at 2.9% interest compounded annually?
- 10. Ronna was listening to her parents talking about what a good deal compounded interest was for a retirement account. She wondered how much money she would have if she invested \$2000 at age 20 at 2.8% interest compounded quarterly (four times each year) and left it until she reached age 65. Determine what the value of the \$2000 would become.

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Compound Interest Worksheet 3

A bank offers these two investment options.

LONG-TERM INVESTMENT! HIGH APR!

10-year CD at 2.785% APY! Apply online or at one of our convenient locations!

Note: CD means Certificate of Deposit.

APY = $(1 + \frac{r}{12})^{12} - 1$. Early withdrawal fee before 10 years is 2% of account balance.

MONEY MAKER SAVINGS!

Minimum balance: \$10,000 Earn 2.5% interest compounded monthly.

LOYALTY PROGRAM! Every 4 years with us, your interest rate increases by 0.25%!

For Exercises 1–5, find the value (to the nearest dollar) for each investment option. Assume the full amount is withdrawn.

- 1. \$10,000 for 4 years
- 2. \$10,000 for 5 years
- 3. \$20,000 for 8 years
- 4. \$20,000 for 10 years
- 5. \$25,000 for 20 years
- Another option to invest money is shown at the right.

A distant relative just gave you a gift of \$10,000, but there's a catch. You can only use the money to buy a car after you graduate from college. Which of the three plans would you use to invest the money? Explain.

PORTFOLIO MANAGEMENT

For the last 10 years, our clients have earned an annual 3%–7% return on their investments.

CALL OR EMAIL US TODAY!

Note: Account management fee of 2% of the total account balance is taken out at the beginning of each year.

5.3 Example 1 – Solving a Trigonometric Equation

Solve $2 \sin x - 1 = 0$.

Solution:

- $2 \sin x 1 = 0$ Write original equation.
 - $2 \sin x = 1$ Add 1 to each side.
 - $\sin x = \frac{1}{2}$ Divide each side by 2.

To solve for *x*, note in Figure 5.4 that the equation $\sin x = \frac{1}{2}$ has solutions $x = \pi / 6$ and $x = 5\pi / 6$ in the interval [0,2 π).

5.3 Example 1 – Solution

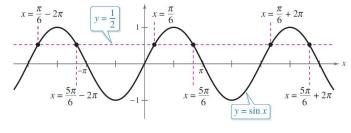


Figure 5.4

5.3 Example 1 – Solution

Moreover, because sin *x* has a period of 2π , there are infinitely many other solutions, which can be written as

$$x = \frac{\pi}{6} + 2n\pi$$
 and $x = \frac{5\pi}{6} + 2n\pi$ General solution

where *n* is an integer, as shown in Figure 5.4.

5.3 Equations of Quadratic Type

Many trigonometric equations are of quadratic type $ax^2 + bx + c = 0$, as shown below. To solve equations of this type, factor the quadratic or, when factoring is not possible, use the Quadratic Formula.

Quadratic in sin x	Quadratic in sec x
$2\sin^2 x - \sin x - 1 = 0$	$\sec^2 x - 3 \sec x - 2 = 0$
$(\sin x)^2 - \sin x - 1 = 0$	$(\sec x)^2 - 3 \sec x - 2 =$

1

cont'c

0

cont'd

5.3 Example 5 – Factoring an Equation of Quadratic Type

Find all solutions of $2 \sin^2 x - \sin x - 1 = 0$ in the interval [0, 2π).

Solution:

Treating the equation as a quadratic in sin *x* and factoring produces the following.

 $2 \sin^2 x - \sin x - 1 = 0$ Write original equation.

 $(2 \sin x + 1)(\sin x - 1) = 0$ Factor.

5.3 Example 5 – Solution

Setting each factor equal to zero, you obtain the following solutions in the interval $[0, 2\pi)$.

olutions in the interval [0, 2π).

 $\sin x - 1 = 0$

 $\sin x = -\frac{1}{2}$ $\sin x = 1$

and

$$x = \frac{7\pi}{6}, \frac{11\pi}{6}$$
 $x = \frac{\pi}{2}$

5

5.3 Functions Involving Multiple Angles

The next example involves trigonometric functions of multiple angles of the forms sin ku and cos ku. To solve equations of these forms, first solve the equation for ku, then divide your result by k.

5.3 Example 8 – Functions Involving Multiple Angles

Solve $2 \cos 3t - 1 = 0$

 $2 \sin x + 1 = 0$

Solution:

$2\cos 3t - 1 = 0$	Write original equation.
2 cos 3 <i>t</i> = 1	Add 1 to each side.
$\cos 3t = \frac{1}{2}$	Divide each side by 2.

cont'd

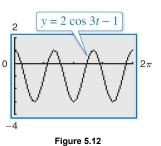
5.3 Example 8 – Solution

In the interval [0, 2π), you know that $3t = \pi/3$ and $3t = 5\pi/3$ are the only solutions. So in general, you have $3t = \pi/3 + 2n\pi$ and $3t = 5\pi/3 + 2n\pi$.

Dividing this result by 3, you obtain the general solution

 $t = \frac{\pi}{9} + \frac{2n\pi}{3}$ and $t = \frac{5\pi}{9} + \frac{2n\pi}{3}$

where *n* is an integer. This solution is confirmed graphically in Figure 5.12.



General solution

cont'c

9

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Solving Trig Equations Practice WS #1
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5.3 Solving Trig Equations Pra	actice Worksheet #1	Name:	
Pre-calculus		Date:	Block:
Solve for the unknown varial	ble on the interval $0 \le x < 2\pi$.		
1. $4\cos^2 x - 3 = 0$	$2. \ \sqrt{2}\sin 2x = 1$	3. $3\cot^2 x - 1 = 0$	
$4.\cos^3 x = \cos x$	$5. \sin x - 2\sin x \cos x = 0$	6. $2\sin^2 x - \sin x - 3 = 0$	

Solving Trig Equations Practice WS #1



5.3 Solving Trig Equations – Wo Pre-calculus	orksheet #2	Name: Date:	Block:
Part 1: Solve for the unknown	variable. Give all of the exact general so	lutions.	
1. $\sin\theta = \frac{\sqrt{2}}{2}$	2. $\cos\theta = \sin\theta$	3. ta	$n \theta = 1$

Solve for the unknown variable on the given interval.

7. $\csc^2 x - \csc x - 2 = 0$

9. $\sqrt{3} + \tan(2x) = 0$ on $[0, 2\pi]$. 10. $\cos(\pi x) = 0.5$ on [0,2]. 11. $\sin\left(\frac{x}{2}\right) - 1 = 0$ on $[0, 8\pi)$.

8. $\cos^2 x = 1 - \sin x$

4. $1 + \sin \theta = 2\cos^2 \theta$

5. $2\cos^2\theta + \cos\theta = 0$

6. $\sin 3\theta = -1$

Solving Trig Equations Practice WS #2 Fact 2: Solving Trig Equations Practice WS #2

$7. \sin^2 \theta - 1 = 0$	8. $\cos 2\theta = \frac{1}{2}$	9. $2\sin^2\theta - \sin\theta - 1 = 0$	13. $2\sin^2 x + 3\sin x + 1 = 0$	14. $4\sin^2 x = 2\cos x + 1$	15. $\csc x + \cot x = 1$
			16. $\frac{\cos x \cot x}{1 - \sin x} = 3$	17. $\sec^2 x + 0.5 \tan x = 1$	
			1-511 X		
10. $\tan 4\theta = -1$	11. $\tan^2 3x = 3$	12. $\cos \frac{x}{2} = \frac{\sqrt{2}}{2}$			
		2 2			
			Part 3: Use the calculator's inverse trig funct	ons to approximate the solutions. Remember t	hat you must also find the
			other solution by either adding $\pi,$ subtracting	the value from π_{r} or subtracting the value from	1 2π.
			18. $\tan \theta = 4$	19. $\cos\theta = 0.84$	20. $\sin\theta = 0.63$

13

14

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.

<u>Maintaining good social distance</u> (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.

<u>Wash your hands</u> often with soap and water. If soap and water are not available, use an alcohol-based hand rub. Also, <u>routinely clean</u> 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 <u>Are you at higher risk for serious illness</u>?

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

- <u>Wash your hands</u> 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 <u>people who are at higher risk of getting</u> <u>very sick</u>.

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 <u>cloth face cover</u> 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** <u>frequently touched surfaces</u> 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 <u>EPA-registered household disinfectants</u>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 coinfection 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 or partners.

Drafting America

Benchmark Standard	History 1a: Students will analyze historical materials to trace the development of an idea or trend a space or over a prolonged period of time in order to explain patterns of historical continuity and char					
Grade	11-12					
Vocabulary / Key	Militia- a group of citizens with some military training who are called into service only in emergencies					
Concept	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.

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 fall or refuse to present himself for registration or to submit therete 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.

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.

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?

 Date of the Document?
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?

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." 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.

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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).

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xi Coakley, Dr. Robert W. Highlights of Mobilization, Korean War. [Online] http://www.army.mil/cmhpg/documents/Korea/kwmob.htm November 3, 2001.

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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						