The Selective Service System
A lesson developed for War Comes Home: In Schools
Made possible by a partnership between Cal Humanities and the California History-Social Science Project

War Comes Home is Cal Humanities’ new statewide effort to engage Californians in thinking about what it means to come home from war: not only for veterans, but for all of us.

As our long combat commitments overseas wind down, we believe this is an important moment in which to pause to reflect on the momentous societal changes that are occurring as thousands of veterans resume civilian life and to consider how returning service members will rejoin their communities. How will veterans, those who bear the direct consequences of what it means to engage in war, as well as their parents, wives, husbands, children, relatives, and friends, create a new sense of home? How can we create a shared understanding of what it’s like to go to war? What obligations do we have to those who serve in the name of our national defense? What can we learn from the past to understand the challenges faced by today’s returning service men and women? How can we all welcome veterans home in a way that is helpful and meaningful to all of us?

This year, Cal Humanities and its partners will provide opportunities for Californians to explore these questions through hundreds of community events, forums, book discussion groups, exhibits, and interactive web events across the state. The Cal Humanities website (www.calhum.org) will be an online hub for activities, where you can learn more and share what you have discovered.

The California History-Social Science Project (CHSSP) has developed this lesson to support classroom discussion and project-based learning. For seven years, Cal Humanities has collaborated with CHSSP as a trusted partner to reach young Californians through humanities education in K-12 schools. With shared interests in providing high-quality programming to actively engage classroom teachers, students, and the public with the important issues of our state and nation, CHSSP and Cal Humanities have partnered on a number projects: We Are California, California Reads: Searching for Democracy, Making Sense of the Civil War, and Teaching Democracy. Altogether, they represent our commitment to intellectual curiosity and collaborative learning in the humanities.

Cal Humanities is an independent non-profit partner of the National Endowment for the Humanities. We promote the humanities as relevant, meaningful ways to understand the human condition and connect us to each other in order to become a better California. We produce, fund, create, and support humanities-based projects and programs, eye-opening cultural experiences, and meaningful conversations. Our audience is as diverse as the 38 million people from every corner of the globe that make up our state.

The opinions expressed herein do not necessarily reflect the position or policy of the National Endowment for the Humanities, the U.S. Institute of Museum and Library Services, the California State Library, Cal Humanities’ funders and no official endorsement by any of these institutions should be inferred.
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Lesson Introduction and Teacher Preparation

The California History-Social Science Project (CHSSP) has developed this project-based learning lesson, in partnership with Cal Humanities, to support student awareness about the returned and returning veterans of America’s current wars.

This lesson is one part of an instructional toolkit developed for the War Comes Home: In Schools program. In addition to this lesson, the instructional toolkit includes recorded content lectures, an 11th grade history lesson on What It Is Like to Go to War by Karl Marlantes, and primary and secondary sources. These resources are freely accessible at chssp.ucdavis.edu.

Content Background

Throughout the state standards for the 12th grade government course, students are encouraged to consider how the principles of American democracy are applicable in their lives. They are to assess the “scope and limits of rights and obligations” that come with American citizenship and living in the United States. Standard 12.2.4 in particular wants students to “[u]nderstand the obligations of civic-mindedness,” such as public service, voting, and serving in the military or alternative service. For all young men in America, military service becomes possible with mandatory Selective Service registration at the age of eighteen. Currently, young women do not have to register with the Selective Service System. However, now that the Department of Defense has granted permission for women to serve in active combat, there may come a time when women will need to register as well.

To better inform students’ understanding of the “civic-mindedness” of military service, this lesson begins with the first step in that process, registration with the Selective Service System. Students will study the Selective Service System’s origins and its operations over time. This involves learning about the recruitment process for those called to duty. Students will evaluate the Selective Service System’s efforts to create a “fair and equitable” system, which is one of its central goals. For the final assessment, students determine for themselves the equity of the current Selective Service System.

Question

How fair and equitable is the Selective Service System?

Teaching Thesis

The Selective Service System is charged with the mandate to provide manpower during national emergencies. From the beginning, the system of drafting men to serve has been inconsistent. Men found ways out of military service through exemptions, substitutes, bribery, and deferments. With the introduction of the lottery draft system in 1969, the Selective Service System became more fair and equitable for men though there are opportunities to expand the pool of potential service members, such as women, gay men, and lesbians.
California History Social-Science Standards Addressed

11.9 Students analyze U.S. foreign policy since World War II.
11.9.3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the Vietnam War.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
12.2.4 Understand the obligations of civic-mindedness, including voting, being informed civic issues, volunteering and performing public service, and serving in the military or alternative service.

Common Core State Standards Addressed

RH1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
SL1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
WHST1. Write arguments focused on discipline-specific content.
WHST2. Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.
WHST4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST9. Draw evidence from informational texts to support analysis, reflection, and research.
Lesson Procedures (Page 1 of 4)

Part 1: Introduction
In this section students gain context for inquiry-based learning and a basic grasp of the issue(s). This initial understanding will be challenged, extended, or supported by subsequent documents in this investigation.

Materials and Resources
- Selective Service Online Form: https://www.sss.gov/RegVer/wfRegistration.aspx
- Selective Service System Primer: https://www.sss.gov/PDFs/Educational%20Materials/Primer.pdf
- Handout: Selective Service System Primer and Key
- Optional PowerPoint to teach about Selective Service System: http://www.sss.gov/PDFs/Presentation-TG2K.PDF

Activities (50 minutes)
1. Begin class by requiring students to fill out the Selective Service System Registration Form except for their Social Security number. Save the form for later.
2. As an introduction to the lesson’s focus question, How fair and equitable is the Selective Service System? ask students if they know what the Selective Service System (SSS) is. Field their responses and circle back to them after the students read and answer questions from the Selective Service System Primer handout. The reading is a collection of excerpts from Selective Service System: America’s Insurance Policy, A Primer — published by the agency to educate young people of their civic responsibility.
3. As a class, review the responses of these questions: What is the Selective Service System? Why would it create a student handbook? Explain to students that the mission of the Selective Service System is “to provide manpower to the armed forces in an emergency; and to run an Alternative Service Program for men classified as conscientious objectors during a draft.” Their operating procedure is that “[v]irtually all men - ages 18 through 25 - must register. Only if there is high compliance with this law, will a future draft be fair and equitable.” Ask students: What does this mean? According to the Selective Service System, why is it necessary? Who must register? What are the consequences of not registering? Can anyone obtain conscientious objector status? Do these policies seem fair and equitable?
4. Remind students that they registered with the Selective Service System at the beginning of class. Would they be in compliance with the law? Why or why not?

Part 2: Evidence Analysis
In this section students analyze documents—textual, visual, and/or audio—related to the focus question, as they examine the literal aspects of each source, consider multiple perspectives, and determine what can be learned from the evidence.

Materials and Resources
- Handout: History of the Draft and Key
Lesson Procedures (Page 2 of 4)

Activities (50 minutes)

1. Tell students they will learn about the history of the draft from the perspective of the Selective Service as they continue to read from their student handbook (History of the Draft handout). Recall from the previous activity that the mission of the Selective Service System is to provide manpower to the armed forces during emergencies. Remind students that the Selective Service has the mandate to create a fair system for all. Model the student activity by reading “Colonial Times,” the first subheading, and completing the first row of the chart. Use the teacher key as guidance. Have students complete the rest in pairs or small groups. Before moving on, ask students to identify the draft issues that persisted during the Vietnam War.

2. Announce that the date is now December 1, 1969 and Selective Service System is holding its first lottery draft today. In the previous activity, students had registered for the Selective Service System. U.S. ground troops have been in Vietnam since 1964. They are all eligible for the draft.

3. Complete “Step 7: Who Fought in Vietnam” from the History Blueprint lesson (Handout CWA 4.11). As a summary, have students discuss the merits and pitfalls of the lottery draft system and to consider areas for improvement in the selection process of the Selective Service System. In particular, they should have noted from their reading the ways that draftees found ways to defer or be exempt from military service. Explain to students that the Selective Service System instituted new procedures towards the end of the Vietnam War for a more fair and equitable draft process, such as eliminating some of the deferment categories (occupational, agricultural, fatherhood, and student), in addition to the draft lottery.

Part 3: Explanation

In this section students construct an explanation by marshaling evidence for their interpretation from the sources analyzed to advance an argument in response to the focus question. Teachers can assess students’ understanding of the standard and the investigative process by evaluating this product.

Materials and Resources

- Handout: Department of Defense Press Release and Key
- Handout: Don’t Ask, Don’t Tell Repeal and Key
- Handout: Focus Question Response

Activities (50 minutes)

1. Have students work in pairs to read, discuss, and answer questions from the Department of Defense Press Release and the Don’t Ask, Don’t Tell Repeal handouts.

2. Distribute Focus Question Response to have students answer the lesson’s guiding question: “How fair and equitable is the Selective Service System?”
Lesson Procedures (Page 3 of 4)

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<tr>
<th>Project-Based Learning Connections</th>
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<tr>
<td>This inquiry-based lesson also offers students the opportunity to produce project-based learning products. Students may express their learning through a complex culminating project that can be presented to relevant guests beyond the teacher and their classmates.</td>
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In addition to the Common Core States Standards addressed in the lesson, a project-based inquiry could also meet these standards:

**SL4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

**SL5.** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**WHST8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following format for citation.

1. Tell students that the armed forces of America are all volunteer. They provide sufficient manpower for America’s military functions, at home and abroad. However, the Selective Service System still operates as “America’s insurance policy,” as the subtitle of the Selective Service’s primer reads. In the event of an emergency that cannot be filled by volunteers, a draft will be put into place. At the beginning of the class, students learned about the Selective Service System’s mission to provide manpower during national emergencies. The agency’s operating procedure is that “[v]irtually all men - ages 18 through 25 - must register. Only if there is high compliance with this law, will a future draft be fair and equitable.” Given what they’ve learned, have students answer the focus question “How fair and equitable is the Selective Service System?” as it applies it to any of these groups:
   - Women
   - Conscientious objectors
   - Men under the age of 18 or over age 26
   - Local civilian boards
   - Gay and lesbian recruits

As part of their project-based inquiries, students will need to supplement class readings with independent research and evidence from a variety of sources and formats. Teachers will need to determine formative and summative assessments to keep students on track and to ensure that the students’ critical thinking and problem solving skills are developed and/or improved. Rubrics for presentations and group projects can provide needed guidance and project management for students. Requiring a learning portfolio that includes journal logs, blueprints or outlines, calendars, and progress reports can also provide structure for completing culminating projects.
Lesson Procedures (Page 4 of 4)

2. Ideas for potential products:
   - Write a play depicting the experiences of 18 year-olds who do and do not register.
   - Create a PSA for the Selective Service System.
   - Write a letter to the local paper, local civilian board, or state legislator with thoughts about the fairness of the draft process.
   - Interview veterans about their perspective on the Selective Service System and what would be fair and equitable in their opinion.
   - Create a brochure about the Alternative Service options in the local community or state.
   - Conduct a school or community survey about women and the Selective Service System and report findings to a special panel.
   - Create a poster about the latest changes in the military concerning women, gay men and lesbians.
   - Create a website that provides information about the Selective Service System from the point-of-view of high school students.
Selective Service System Primer (Page 1 of 4)

Instructions: Below are excerpts from Selective Service System: America’s Insurance Policy, A Primer, a government publication for educational purposes. As you read, ask yourself what information and messages did this government agency prioritize in creating this student handbook. Answer the questions at the end.

BACKGROUND
The Selective Service System is the agency within the Federal government that registers young men for a possible draft. In the event of a crisis, such as a war, if the Nation needs more men than the volunteer military can provide, the Selective Service could be directed by Congress and the President to supply conscripts. The law instructs virtually all men living in the United States between the ages of 18 and 26 to register. Only if there is high compliance with this law will a future draft be fair and equitable.

Although the Agency’s principal task is to be able to provide manpower to the Armed Forces in an emergency, it is not part of the Department of Defense. It exists as an independent agency within the Executive Branch of the Federal government to assure civilian control of the draft process. In a draft, Selective Service would also administer an alternative service program for men classified as conscientious objectors.

WHO MUST REGISTER
Virtually all male U.S. Citizens and most male noncitizens living in the United States, who are between the ages of 18 and 26, are required to register.

Noncitizens
Some noncitizens are required to register. Others are not. Noncitizens who are not required to register with Selective Service include men who are in the United States on student or visitor visas, and men who are part of a diplomatic or trade mission and their families. Almost all other male noncitizens are required to register, including male undocumented immigrants, legal permanent residents, and refugees.

Hospitalized or Incarcerated Men
Young men in hospitals, mental institutions, or prisons do not have to register until they are released.
Selective Service System Primer (Page 2 of 4)

**Disabled Men**
Disabled men who live at home must register with Selective Service if they can reasonably leave the home and move about independently.

**Full-Time Military Exempted**
Young men serving in the military on full-time active duty do not have to register. Those attending the service academies also do not have to register.

**Women and the Draft**
Women are not required to register with Selective Service.

**Conscientious Objectors**
Men opposed to participation in war must register. Should a draft begin and should they be called, they would have the opportunity to file a claim for exemption from military service based upon their religious or moral objection to war.

**Types of Conscientious Objector classifications**
There are two types of conscientious objector classifications for which a draftee may make a claim. Classification 1-O precludes any involvement in war, combatant or otherwise. A man receiving this classification may be required to fulfill his service duty as a civilian, working in a public service assignment. The other classification, 1-A-O, would be for those who would serve in the military, but whose beliefs preclude them from taking up arms. They cannot receive weapons training or serve in combat positions.

**Presenting Local Board with evidence of beliefs**
To receive either the 1-O or 1-A-O conscientious objector classification, a registrant ordered to report for induction must present his Local Board with a statement of his beliefs telling how he arrived at them, and the influence his convictions have on how he lives his life. His Local Board must determine the depth and sincerity of his views. The registrant may present the Local Board with evidence of his beliefs, including letters from clergy, friends, and parents who attest to knowing about his beliefs. The Local Board would also base its decision on whether the man's pacifist stance correlates with the way he has previously lived his life.

**Alternative Service**
An Alternative Service Program is set up by Selective Service for men classified as Class 1-O. The program would help match the objector's skills and aptitudes to an eligible public service job, while at the same time ensuring that his service makes a meaningful contribution to the national interest.

**Consequences of Not Registering for the Selective Service System**

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<tbody>
<tr>
<td>1.</td>
<td>No Federal grants or loans, including student loans and grants for college.</td>
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<td>2.</td>
<td>No Federal job training programs or employment</td>
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<td>3.</td>
<td>No U.S. citizenship for immigrants</td>
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<td>4.</td>
<td>In most states, no state grants or loans in many states or cities, no government jobs</td>
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<td>5.</td>
<td>Prosecution by Department of Justice</td>
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<td>6.</td>
<td>Fine up to $250,000 and/or prison term up to 5 years</td>
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*This chart is not printed in the Selective Service System primer. It is a summary of text from the primer.*
**THE DRAFT PROCESS**

What would occur if a draft is needed? Here is a brief overview:

1. Congress and the President Authorize a Draft
   There is a crisis requiring a return to conscription to meet manpower needs. Congress passes and the President signs legislation which activates the draft.

2. Lottery
   A lottery based on birthdays determines order of call-up of registrants. The first to be called for examination and induction, in a sequence determined by the lottery, would be men whose 20th birthday falls during the current calendar year, followed if needed by those aged 21, 22, 23, 24 and 25. Eighteen-year-olds and men turning 19 would probably not be drafted.

3. Components of Agency Activated
   The Selective Service System activates and orders its State Directors and Reserve Force Officers to report for duty.

4. Physical and Mental Examinations
   Registrants with low lottery numbers are ordered to report for a physical and mental examination at a nearby Military Entrance Processing Station to determine if they are fit for service.

5. Induction Notices Sent and Local and Appeal Boards Activated
   Those who pass the military exam will receive induction orders. A draftee will have 10 days to report to a local Military Entrance Processing Station for induction or file a claim for deferment, postponement or exemption. Local Board and Appeal Boards would also then start processing registrant claims.

6. First Draftees are Inducted
   Within 193 days from the onset of a crisis, Selective Service must deliver the first draftees, according to current plans.

Selective Service System Primer (Page 4 of 4)

Questions:
1. According to the Selective Service System, why is the agency necessary?

2. Who must register?

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<th>Required to Register</th>
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3. Why would the government make accommodations for conscientious objectors?

4. Why would the government develop the Alternative Service?

5. Does the registration and draft process seem fair to you? Why or why not? Use evidence form the text to support your answer.

6. What is the purpose of the primer?
Selective Service System Primer Key

Questions:
1. According to the Selective Service System, why is the agency necessary?
   The agency is necessary to provide conscripts during a national emergency should Congress or the President direct it to do so.

2. Who must register?

<table>
<thead>
<tr>
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<th>Not Required to Register</th>
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<tbody>
<tr>
<td>Men between the ages of 18-26</td>
<td>Men under the age of 18 or over age 26</td>
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<td>Undocumented immigrants</td>
<td>Women</td>
</tr>
<tr>
<td>Legal permanent residents</td>
<td>Foreign diplomats, staff, and members of their families</td>
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<tr>
<td>Disabled men who are not confined to an institution.</td>
<td>Noncitizens in the U.S. on valid student or visitor visas</td>
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<tr>
<td>National Guard and members of the Reserved Forces not on active duty</td>
<td>Full-time active duty military</td>
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<tr>
<td>U.S. citizens living overseas</td>
<td>Hospitalized, institutionalized or incarcerated men</td>
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<tr>
<td>Conscientious objectors</td>
<td>Cadets or midshipmen at service academies and certain military colleges.</td>
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</table>

3. Why would the government make accommodations for conscientious objectors?
   From previous studies, students should make a connection to the First Amendment: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

4. Why would the government develop the Alternative Service?
   The government created the Alternative Service so that all men can make a “meaningful contribution to the national interest.”

5. Does the registration and draft process seem fair to you? Why or why not? Use evidence form the text to support your answer. Students will have mixed responses that should include references from the primer.

6. What is the purpose of the primer? The purpose of the primer is to make young men aware of their rights and responsibilities in registering with the Selective Service System. Their goal is to have all 18 year-old men register. The agency also highlights the consequences, as well as the procedures should a draft be called.
History of the Draft  (Page 1 of 4)

Instructions: Focus on the cause and effect sentences and phrases of this reading taken from the Selective Service System’s primer for young people. Underline the cause and effect statement(s) and draw an arrow connecting them. Circle words and phrases that show the document’s bias. Some examples have been provided for you on this page.

Colonial Times
Conscription in America can be traced to colonial times. Harsh living conditions in the colonies and on the frontier required that every man be prepared to defend the community at all times as a matter of self-preservation. Many conscription laws were passed in the colonies to meet specific requirements for military service. The maximum tour of duty within the militias was three months. Colonies resorted to conscription only infrequently, and men could avoid military service by getting married, paying a commutation fee, or hiring a substitute.

The Civil War
The Constitution gives the Congress the power to raise and maintain an Armed Force. The first attempt at a national draft in this country was during the Civil War. Both the South and the North turned to conscription during the war—the South in 1862, and the North the following year.

On both sides, those who could afford it were able to avoid military service by hiring substitutes. In many cases, the money offered to these substitutes was substantially better than the regular pay received by volunteers. This created two classes of soldiers and caused great division among the ranks.

In the North, substitutes were not always necessary since exemptions from service could be obtained for $300. The South, in turn, allowed many exemptions based on a person’s occupation. These included druggists, journalists, lawyers, teachers, and many others.

The Oakes Report
Following the Civil War, Brigadier General James Oakes, Acting Assistant Provost Marshal General for the State of Illinois, made recommendations to eliminate weaknesses of the Civil War draft system. One recommendation was to have local groups of civilians involved in deciding who would be drafted.

World War I
The Oakes Report had laid the foundation for the World War I draft law which was enacted on May 18, 1917. This law prohibited the hiring of substitutes and created civilian local boards composed of three or more members, "none of whom shall be connected with the Military Establishment." These boards were granted power within their own jurisdictions to determine cases of exemptions from military service. The draft law expired at the end of the war and the Nation returned to a volunteer Armed Force.
History of the Draft  (Page 2 of 4)

World War II
The U.S. began drafting men again with the passage of the Selective Training and Service Act in 1940. The anticipation of America's involvement in the war in progress in Europe prompted the Nation's first peacetime draft law. The draft during World War II was a historic success due, in large measure, to the fact that planning for it had been going on quietly for many years under the guidance of then-Major Lewis B. Hershey. When the U.S. entered the war, the Nation was in the favorable position of having a steady, dependable source of manpower already in place. In fact, nearly one million men were drafted in 1941, before the bombing of Pearl Harbor, and about two-thirds of the manpower for the entire war was provided by the draft.

The Cold War
....President Truman, faced with Soviet aggression in Europe and the failure of voluntary methods to achieve and maintain the required strength of the Armed Forces, asked for renewal of the draft. Congress responded with new legislation, the Selective Service Act of 1948. The Act ordered that men be selected for the draft on a fair and equitable basis consistent with the maintenance of an effective national economy.

The Korean Conflict
The draft provided more than 1,500,000, or 27 percent, of Americans in uniform during the Korean conflict.

Universal Military Training and Service Act
Congress made the Selective Service System a permanent Federal agency in June 1951 with the Universal Military Training and Service Act.

The Vietnam Conflict
The U.S. presence in Vietnam expanded slowly from a handful of "advisors" in the 1950s and early 1960s, to an intensified conflict fought by a large commitment of American troops. Of the 8.8 million individuals who served in the Armed Services during the Vietnam era, less than 1.8 million entered through the draft.

Reforms during Vietnam
The term "Selective Service," which came into existence during the First World War, refers to the need to be selective when conscripting from the local community because of the economic hardship placed upon the Nation during a draft. During World Wars I and II, many deferments were given to men in certain occupations. Such hardships were thought to be rarer during the Vietnam era, however, deferments continued to be given regularly.

### History of the Draft (Page 3 of 4)

Instructions: (1) Rewrite the cause and effect statements in your own words for Colonial Times, the Civil War, World War I, World War II, and the Vietnam War; (2) Create a list of the draft procedures and explain whether they were fair and equitable; and (3) Generate questions and comments of your own.

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<tr>
<th>Cause and effect statements</th>
<th>List the draft procedures. Were they fair and equitable? Why or why not?</th>
<th>Questions or comments?</th>
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<td>Colonial Times</td>
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History of the Draft KEY (Page 1 of 4)

Instructions: Focus on the cause and effect sentences and phrases of this reading taken from the Selective Service System’s primer for young people. Underline the cause and effect statement(s) and draw an arrow connecting them. Circle words and phrases that show the document’s bias. Some examples have been provided for you on this page.

Colonial Times
Conscription in America can be traced to colonial times. Harsh living conditions in the colonies and on the frontier required that every man be prepared to defend the community at all times as a matter of self-preservation. Many conscription laws were passed in the colonies to meet specific requirements for military service. The maximum tour of duty within the militias was three months. Colonies resorted to conscription only infrequently, and men could avoid military service by getting married, paying a commutation fee, or hiring a substitute.

The Civil War
The Constitution gives the Congress the power to raise and maintain an Armed Force. The first attempt at a national draft in this country was during the Civil War. Both the South and the North turned to conscription during the war—the South in 1862, and the North the following year.

On both sides, those who could afford it were able to avoid military service by hiring substitutes. In many cases, the money offered to these substitutes was substantially better than the regular pay received by volunteers. This created two classes of soldiers and caused great division among the ranks.

In the North, substitutes were not always necessary since exemptions from service could be obtained for $300. The South, in turn, allowed many exemptions based on a person’s occupation. These included druggists, journalists, lawyers, teachers, and many others.

The Oakes Report
Following the Civil War, Brigadier General James Oakes, Acting Assistant Provost Marshal General for the State of Illinois, made recommendations to eliminate weaknesses of the Civil War draft system. One recommendation was to have local groups of civilians involved in deciding who would be drafted.

World War I
The Oakes Report had laid the foundation for the World War I draft law which was enacted on May 18, 1917. This law prohibited the hiring of substitutes and created civilian local boards composed of three or more members, "none of whom shall be connected with the Military Establishment." These boards were granted power within their own jurisdictions to determine cases of exemptions from military service. The draft law expired at the end of the war and the Nation returned to a volunteer Armed Force.
History of the Draft KEY (Page 2 of 4)

**World War II**
The U.S. began drafting men again with the passage of the Selective Training and Service Act in 1940. The anticipation of America's involvement in the war in progress in Europe prompted the Nation's first peacetime draft law. The draft during World War II was a historic success due, in large measure, to the fact that planning for it had been going on quietly for many years under the guidance of then-Major Lewis B. Hershey. When the U.S. entered the war, the Nation was in the favorable position of having a steady, dependable source of manpower already in place. In fact, nearly one million men were drafted in 1941, before the bombing of Pearl Harbor, and about two-thirds of the manpower for the entire war was provided by the draft.

**The Cold War**
President Truman, faced with Soviet aggression in Europe and the failure of voluntary methods to achieve and maintain the required strength of the Armed Forces, asked for renewal of the draft. Congress responded with new legislation, the Selective Service Act of 1948. The Act ordered that men be selected for the draft on a fair and equitable basis consistent with the maintenance of an effective national economy.

**The Korean Conflict**
The draft provided more than 1,500,000, or 27 percent, of Americans in uniform during the Korean conflict.

**Universal Military Training and Service Act**
Congress made the Selective Service System a permanent Federal agency in June 1951 with the Universal Military Training and Service Act.

**The Vietnam Conflict**
The U.S. presence in Vietnam expanded slowly from a handful of "advisors" in the 1950s and early 1960s, to an intensified conflict fought by a large commitment of American troops. Of the 8.8 million individuals who served in the Armed Services during the Vietnam era, less than 1.8 million entered through the draft.

**Reforms during Vietnam**
The term "Selective Service," which came into existence during the First World War, refers to the need to be selective when conscripting from the local community because of the economic hardship placed upon the Nation during a draft. During World Wars I and II, many deferments were given to men in certain occupations. Such hardships were thought to be rarer during the Vietnam era, however, deferments continued to be given regularly.

## History of the Draft Key (Page 1 of 2)

<table>
<thead>
<tr>
<th>Cause and Effect Statements</th>
<th>List the draft procedures. Were they fair and equitable? Why or why not?</th>
<th>Questions or Comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colonial Times</strong></td>
<td>• There were infrequent conscriptions.</td>
<td>• Does the “harsh living conditions” refer to Native Americans?</td>
</tr>
<tr>
<td></td>
<td>• There were many conscription laws.</td>
<td>• What is a commutation fee?</td>
</tr>
<tr>
<td></td>
<td>• Men could avoid military service through getting married, paying a commutation fee, or hiring a substitute.</td>
<td>• Why would married men be exempted?</td>
</tr>
<tr>
<td></td>
<td>• Because of harsh living conditions in the colonies and the frontier, military service was necessary in colonial times.</td>
<td></td>
</tr>
<tr>
<td><strong>Civil War</strong></td>
<td>• First national draft was during Civil War by North and South.</td>
<td>• In the South, why were some occupations exempted from military service and not others?</td>
</tr>
<tr>
<td></td>
<td>• Rich people could hire substitutes which caused “two classes of soldiers” and animosity among the ranks.</td>
<td>• In modern times, serving the military is promoted as a civic duty and sign of patriotism. Did 19th century people have the same beliefs?</td>
</tr>
<tr>
<td></td>
<td>• Exemptions could be bought in the North, and in the South occupational exemptions were given.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• These polices were unfair, because they favored the rich.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rich people in the North and South avoided conscription by hiring substitutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This practice created two classes of recruits and division among troops.</td>
<td></td>
</tr>
<tr>
<td><strong>World War I</strong></td>
<td>• New draft law during WWI, which eliminated substitutes and the creation of civilian local boards to decide on exemption cases.</td>
<td>• Who decided exemptions before?</td>
</tr>
<tr>
<td></td>
<td>• The term “Selective Service” is used for the first time to indicate that the government wanted to minimize economic hardship for local communities.</td>
<td>• Who decided who would sit on the local draft boards?</td>
</tr>
<tr>
<td></td>
<td>• These new policies could potentially be fair with end of substitutes, but local civilians still gave occupation exemptions.</td>
<td>• Where’s the oversight and transparency of the local draft boards?</td>
</tr>
<tr>
<td></td>
<td>• The Oakes Report brought about changes in the draft law.</td>
<td>• What occupations were exempted from service? Were they similar to those of the Civil War?</td>
</tr>
</tbody>
</table>
### History of the Draft Key (Page 1 of 2)

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<tr>
<td><strong>World War II</strong></td>
<td>- The Selective Training and Service Act put into place a peacetime draft.</td>
<td>- What’s in the Selective Training and Service Act?</td>
</tr>
<tr>
<td>- Passage of the Selective Training and Service Act in 1940 led to a peacetime draft.</td>
<td>- Occupational exemption issues from WWI still a concern. Raises questions about class and race equality.</td>
<td>- How did the government convince the public that a peacetime draft was necessary?</td>
</tr>
<tr>
<td>- The government drafted 1 million men and was prepared for war, because of the peacetime draft.</td>
<td></td>
<td>- What did 1 million drafted people do before the bombing of Pearl Harbor?</td>
</tr>
<tr>
<td><strong>Cold War</strong></td>
<td>- New Selective Service Act in 1948</td>
<td>- How is this new legislation different or similar to the past?</td>
</tr>
<tr>
<td>- The Cold War (“Soviet aggression in Europe”) and unmet voluntary military need led to Congress passing new legislation, the Selective Service Act of 1948</td>
<td>- Not clear what the draft procedures were, however in “Reforms during Vietnam” paragraph, it notes that “many deferments were given to men in certain occupations.” This continued to be a problem during the Vietnam War.</td>
<td>- What is considered “fair and equitable?”</td>
</tr>
<tr>
<td>- Congress renewed the draft, because they were prompted by President Truman for national security concerns.</td>
<td></td>
<td>- Were drafted men sent to active combat zones during the Cold War? What other active duty positions were there during the Cold War?</td>
</tr>
<tr>
<td><strong>Vietnam</strong></td>
<td>- Deferments “continued to be given regularly;” therefore the draft procedures were not fair and equitable.</td>
<td>- What is an “effective national economy?” Is there a tipping point?</td>
</tr>
<tr>
<td>- Due to many exemption claims, deferments continued to be given.</td>
<td></td>
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</tr>
</tbody>
</table>
Department of Defense Press Release

Instructions: The Department of Defense issued this press release on January 24, 2013. It announces a new military policy. Answer the questions that follow.

IMMEDIATE RELEASE

Release No: 037-13
January 24, 2013

Defense Department Rescinds Direct Combat Exclusion Rule; Services to Expand Integration of Women into Previously Restricted Occupations and Units

Today, Defense Secretary Leon E. Panetta and Chairman of the Joint Chiefs of Staff, Gen. Martin Dempsey announced the rescission the 1994 Direct Ground Combat Definition and Assignment Rule for women and that the Department of Defense plans to remove gender-based barriers to service.

“Women have shown great courage and sacrifice on and off the battlefield, contributed in unprecedented ways to the military’s mission and proven their ability to serve in an expanding number of roles,” Secretary of Defense Leon E. Panetta said. “The Department’s goal in rescinding the rule is to ensure that the mission is met with the best-qualified and most capable people, regardless of gender.”

Today, women make up approximately 15 percent, or nearly 202,400, of the U.S. military's 1.4 million active personnel. Over the course of the past decade, more than 280,000 women have deployed in support of operations in Iraq and Afghanistan.


Questions:

1. What is the purpose of the press release?

2. What is your opinion? Should women now be required to register for the Selective Service System given the press release? Why or why not?

3. Ask three questions you may have about this press release. Discuss these questions and possible answers with a partner.
Department of Defense Press Release KEY

1. What is the purpose of the press release?
   To rescind previous rules that prohibited women from serving in active combat. The Department of Defense announced that they will “remove gender-based barriers to service.”

2. What is your opinion? Should women now be required to register for the Selective Service System given the press release? Why or why not? Student responses will vary. They should however, provide reasons and explanations for their opinions.

3. Ask three questions you may have about this press release. Discuss these questions and possible answers with a partner. Student responses will vary. Some may not understand that there is a definite change in policy or why it's monumental. While a new policy is in place, implementation may be a whole other matter. Some students may question how far reaching it is, because of personal experience with military women in their lives. Students should be given time to discuss their questions and if time permits, allowed class time to conduct an internet search to locate reliable answers to their unanswered questions.

Don’t Ask, Don’t Tell Repeal KEY

1. What is the purpose of this memorandum?
   Background: This memorandum repeals the military’s longstanding anti-homosexual practices that date back to President Harry Truman’s Uniform Code of Military Justice that allowed for discharge of homosexual servicemen. The Don’t Ask, Don’t Tell (DADT) policy has been in place since 1993. Students should respond that this memorandum notes that the Department of Defense will abide by the new change law that repealed DADT. Gay men and lesbians can now serve in the Armed Forces without discrimination due to sexual orientation.

2. What is your opinion? Should young people, men and women, register for the Selective Service System without regard to sexual orientation given this press release? Why or why not? Student responses will vary. Some will point out that all men have to register for the Selective Service System, regardless of their sexual orientation, or face great consequences. It’s only when gay men are drafted or voluntarily serve in the Armed Forces that their sexual orientation becomes a potential issue in the military as they are often discriminated against. Some students may repeat their opinions about women in the military with lesbians in the military.

3. Ask three questions you may have about this memorandum. Discuss these questions and possible answers with a partner. Student responses will vary. Some may not understand that there is a definite change in policy or why it’s monumental. While a new policy is in place, implementation may be a whole other matter. Some students may question how far reaching it is, because of personal experience with military service members in their lives. Students should be given time to discuss their questions and if time permits, allowed class time to conduct an internet search to locate reliable answers to their unanswered questions.
Don’t Ask, Don’t Tell Repeal (Page 1 of 2)

Instructions: Read this memorandum issued by the Under Secretary of Defense on September 20, 2011. It announces a new military policy. Answer the questions that follow.

Questions:
1. What is the purpose of this memorandum?

2. What is your opinion? Should young people, men and women, register for the Selective Service System without regard to sexual orientation given this press release? Why or why not?

3. Ask three questions you may have about this memorandum. Discuss these questions and possible answers with a partner.
**Focus Question Response**

Lesson Focus Question: How fair and equitable is the Selective Service System?

Instructions: Using all your notes from our study of the Selective Service System, write a three paragraph response to the lesson focus question that includes:

1. Discussion of the draft procedures from colonial times to the Korean War;
2. Changes as a result of the Vietnam War;
3. Speculation as to the implications of the future of the Selective Service System given the new policies related to women, gay men, and lesbians in the military.

You will need to cite evidence for your essay. Use this chart to organize your evidence and thoughts.

<p>| Thesis: The Selective Service System is / is not (circle one) fair and equitable. |</p>
<table>
<thead>
<tr>
<th>Evidence (source, paraphrases, direct quotes)</th>
<th>Fair and equitable? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph 1</strong></td>
<td></td>
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<tr>
<td>Evidence 1:</td>
<td></td>
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<td>Evidence 2:</td>
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<td><strong>Paragraph 2</strong></td>
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<td>Evidence 1:</td>
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<td>Evidence 2:</td>
<td></td>
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<tr>
<td><strong>Paragraph 3</strong></td>
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Student responses will vary. There is not a right or wrong answer to the focus question. The main point is for students to be able to choose a position and to defend their thesis statement with evidence drawn from class activities and readings.

For each paragraph, however, there are definite issues that should be referenced:
(1) For the first paragraph, students should highlight that there were definite problems with draft procedures before and during the Vietnam War. Their paragraph should display chronological understanding about change over time. This was a major theme in the History of the Draft reading. Substitutes, deferments, and occupational exemptions all worked against a fair and equitable system, especially when such policies were unevenly applied by local civilian boards.
(2) The lottery draft procedures put into place toward the end of the Vietnam War was a watershed moment. Students should reference the class lottery draft activity. With the elimination of some occupational exemptions and the implementation of a lottery draft, the Selective Service System had found a more fair way to share the burden of military service during a national emergency.
(3) Student responses will vary. They should reference both Department of Defense documents (the press release and repeal memorandum) to defend their positions. They may also reference the current draft procedures from their first reading, Selective Service System Primer.