

“Voices of Vietnam” Lesson Plan

Episode 1, Part 2 -- The Draft

3 CENTRAL HISTORICAL QUESTIONS:

- Is the military draft a good idea?
- Which is more effective: an army of drafted soldiers or an all-volunteer army?
- How was the draft unfair to America’s poor?

Content Knowledge:

Virginia Standards of Learning -- Curriculum Frameworks (2015)

-World History II (10th Grade) - Standard WHII.12c

[\(Link to WHII Curriculum Framework\)](#)

-Virginia & U.S. History (11th Grade) - Standards VUS.12c, VUS.12d

[\(Link to VUS Curriculum Framework\)](#)

Materials:

- Recording of Episode 1, Part 2: www.withgoodreasonradio.org/vietnam
- Student Handouts -- Listening Guide
- Blank paper or card stock for bumper sticker creation

Expected length: Two to three 40-minute class meetings

Teacher plan for instruction:

- 1) For intro into idea of draft, have students access Web link in Part 1 to see if they would have been drafted. Have students answer the related guiding questions.
- 2) Part 2 gives students more background info about the 1969 draft. First, have students listen to the excerpt. Then, have students answer the related guiding questions. Review answers.
- 3) Part 3 contains 5 recorded stories of men on the night of the draft lottery. First, have students listen to the excerpts. Then, have students fill in the chart. Review answers. There is an option to groups students and assign 1 story per group.
- 4) Part 4 contains 4 5 recorded stories of men who tried to get out of going to Vietnam to fight. First, have students listen to the excerpts. Then, have students fill in the chart. Review answers. There is an option to groups students and assign 1 story per group.
- 5) Part 5 is the story of a lawyer who advised men who were drafted. First, have students complete the vocab work. Then, have students listen to the excerpts, and answer the related questions.
- 6) Instruct students to make a bumper sticker, based on ideas from the episode.

****NOTE ON HOW TO USE: Revise or adapt to fit your needs. A copy of all organizers can be found at the end of the lesson plan.***

STUDENT HANDOUT - Ep.1, Pt.2

PART 1 - WOULD YOU HAVE BEEN DRAFTED?

DIRECTIONS: First, click on [this web link](#)

(<https://www.usatoday.com/vietnam-war/draft-picker>) to the mock draft web page.

Then, answer the questions based on the text. Next, type in your birth month and birth day to see if you would have been drafted.

Text questions

- 1) On what date was America's first draft lottery? _____
- 2) How were the "winners" of the lottery decided?
- 3) What did you have to do after you "won"?

Typing in your birthday

- 1) What was your draft number? _____
- 2) Was your number called? _____
- 3) How were you feeling right before and right after you found out whether you were drafted?
- 4) Do you think this is a good process for deciding who fights in a war? Explain your opinion.

STUDENT HANDOUT - Ep. 1, Pt. 2

PART 3 - DRAFT STORIES

DIRECTIONS: Listen to each person's story of the draft lottery experience. First, summarize each story. Then, write one word to summarize each story.

DIRECTIONS IF IN GROUP: Each group listens to a different story. Group members decide on summary and write it in the chart. After 10 minutes, group nominates members to teach their section to class.

| NAME & HOME STATE | SUMMARY OF DRAFT STORY: | 1 WORD TO SUMMARIZE STORY: |
|---|--|-----------------------------------|
| A) Jim, VA <i>Clip #1</i> Start: 1:15 Stop: 2:28 | Where he was when he found out: His reaction: | |
| B) Michael, IL <i>Clip #2</i> Start: 2:28 Stop: 3:13 | Where he was when he found out: His reaction: | |
| C) Stephen, CA <i>Clip #3</i> Start: 3:14 Stop: 4:16 | Where he was when he found out: His reaction: | |
| D) Dave, VA <i>Clip #4</i> Start: 4:16 Stop: 4:46 | Where he was when he found out: His reaction: | |
| E) Jerry, NC <i>Clip #5</i> Start: 4:47 Stop: 5:40 | Where he was when he found out: His reaction: | |

STUDENT HANDOUT - Ep.1, Pt.2

PART 3 - AFTER THE DRAFT STORIES

DIRECTIONS: List 2 similarities and 2 differences found in the 5 draft stories.

| <u>Similarities</u> | <u>Differences</u> |
|---|---|
| <ul style="list-style-type: none"><li data-bbox="256 541 272 562">• <li data-bbox="256 1003 272 1024">• | <ul style="list-style-type: none"><li data-bbox="876 541 893 562">• <li data-bbox="876 1003 893 1024">• |

STUDENT HANDOUT - Ep. 1, Pt. 2

PART 4 - AVOIDING COMBAT

DIRECTIONS: Listen to each person's story of trying to avoid fighting. First, summarize each story. Then, write one word to summarize each story.

DIRECTIONS IF IN GROUP: Each group listens to a different story. Group members decide on summary and write it in the chart. After 10 minutes, group nominates members to teach their section to class.

| NAME | SUMMARY OF STORY: | 1 WORD TO SUMMARIZE STORY: |
|---|--|-----------------------------------|
| A) William "Bogie" Holland <u>Clip #1</u> <u>Start: 8:04</u> <u>Stop: 10:48</u> | How he tried to avoid fighting in Vietnam: Did it work? _____ | |
| B) Bruce Springsteen, as described by historian Christian Appy <u>Clip #2</u> <u>Start: 10:53</u> <u>Stop: 12:15</u> | How he tried to avoid fighting in Vietnam: Did it work? _____ | |
| C) Eric Fox <u>Clip #3</u> <u>Start: 13:16</u> <u>Stop: 15:48</u> | How he tried to avoid fighting in Vietnam: Did it work? _____ | |

AFTER YOU LISTEN:

What is one way that all three of the stories are similar and one way they are different?

STUDENT HANDOUT - Ep.1, Pt.2

PART 5 - THE DRAFT FOR POOR AMERICANS

Clip #4 -- [Start: 16:44](#), [Stop: 20:43](#)

Main character: Jim Lafferty, lawyer and activist during Vietnam War

Directions: First, listen to the clip above, spoken by the character above. Then, answer the questions below.

VOCABULARY

deferment

- Definition:

- Use word in sentence:

GUIDING QUESTIONS

Comprehension questions:

- 1) Why did poor men have a more difficult time qualifying for a medical exemption?

- 2) Why did poor men have a more difficult time getting a deferment for financial reasons?

Analysis question:

- 3) What could have been done in 1969 to prevent or limit the class divide between those who were exempted from fighting and those who weren't? Make a list of at least 3 possible solutions.

STUDENT HANDOUT - Ep.1, Pt.2

FINAL PRODUCT - Create a bumper sticker

DIRECTIONS: Create a bumper sticker that answers one of the three Central Historical Questions:

-Is the military draft a good idea?

-Which is more effective: an army of drafted soldiers or an all-volunteer army?

-How was the draft unfair to America's poor?

The bumper sticker should convince others to agree with your opinion. It should be a mix of a slogan, visual symbols, and text. You must use at least 3 ideas learned from listening to the episode.

On the back of the bumper sticker, you must describe the symbols and ideas you drew and why they are important. Your description must be at least 4 sentences.