

**Research Lesson Plan: U.S. Military Enlistment: Change over Time**  
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**Targeted Grade Level: 8th**

**Essential Question:** How and why has United States military enlistment changed over time?

**Formative Assessment Prompts:**

**Instructional Chunk #1:** What are some of the requirements for enlistment in the United States Army today?

**Instructional Chunk #2:** How have the requirements for enlistment in the United States Army changed over time?

**Instructional Chunk #3:** Why might the requirements for enlistment in the United States Army change over time?

**Standard Addressed:** History Standard 1. Students will examine historical materials relating to a particular region, society, or theme; and analyze change over time; and make logical inferences concerning cause and effect.

**Problematic Prior Knowledge (PPL) Addressed** Students are unclear about the combatants in World War I.

**Activating Strategies:**

Strategy 1: Display Uncle Sam recruitment poster from World War I.

Strategy 2: Ask students to list some of the present-day requirements for enlistment in the U.S. Army.

**Key Vocabulary to preview**

Enlistment  
Muster Master  
Dependent  
Mariner  
Alien Enemy

**Teaching Strategies:**

- Student will work in groups of three: one being the reader, one the recorder, one the presenter.

**Graphic Organizer(s) Used:**

- Thinking Chronologically: Change over Time

## Materials Needed:

- Thinking Chronologically Graphic Organizer (1)
- Uncle Sam poster (2)
- World War I synopsis (3)
- Instructions for enlisting Men in the Service of the Delaware Government (4)
- Questionnaire (5)
- Exit Ticket (6)

## Differentiation Strategies:

- Students will be grouped heterogeneously.

## Instructional Plan:

**Instructional Chunk #1:** What are some of the requirements for enlistment in the United States Army today?

1. **Procedures:** As students enter the room, have the image of Uncle Sam (2) projected on a screen. Ask students if they can identify the image. Initiate a brief discussion about the purpose of the poster, and other relevant historical questions. Provide historical context if needed. Ask students to list what they know about U.S. military involvement in World War I.
2. **Debrief: Ask the students to list any requirements they think must be met in order to enlist in the modern Army.**
3. **Check for Understanding/Summarizing Activity:** Have one student scribe the list on a piece of chart paper for all to see. Lead a brief discussion on the merits of the choices.

**Instructional Chunk #2:** How have the requirements for enlistment in the United States Army changed over time?

1. **Procedures:** Explain to students that they will be comparing to documents related to United States military enlistment. One document will be from the Revolutionary War, the other from the First World War. Students will need some background on the First World War so the teacher ought to project the synopsis of American entry into World War I (3). Read and briefly discuss with students. Break students into groups of three, charging each with a specific task: reader, recorder, presenter. Distribute a copy of Thinking Chronologically (1), a copy of Instructions (4), and a copy of the Questionnaire (5). Display the Graphic Organizer (1) and explain to students that they are to analyze each document and complete the appropriate sections. Students are to be given 15 minutes to complete the task.
2. **Debrief:** Ask the students to present their findings. Call on each group to provide at least one piece of information. Scribe the responses on a projected image of the Graphic Organizer.

3. **Check for Understanding/Summarizing Activity:** Ask students to answer the question from Instructional Chunk #2. This answer should be found written on their Graphic Organizer.

***Instructional Chunk #3:*** Why might the requirements for enlistment in the United States Army change over time?

1. **Procedures:** Have students discuss the historical background of each of the wars. Have students brainstorm ideas of “why” the requirements for enlistment might change. Lead the discussion so that students may express their ideas.
2. **Debrief:** Ask the students: How were the two wars different? How had America changed? How had the world changed?
3. **Check for Understanding/Summarizing Activity:** Have students review and revise their Graphic Organizers. If you are using a SMARTboard, project the Enlistment page of the United States Army. Have students check their original lists with the list found on the website. Briefly discuss why the requirements from 1776, 1917, and 2012 might be so different.

**Summarizing Strategy:** Provide each student with Exit Ticket (6) that reads: How and why has United States military enlistment changed over time.

- Attach Handouts or “Resources” below using page breaks to separate different “Resources.” Be sure to number and label them (e.g. Resource #1: Frayer Model) and refer to these numbers and labels in the procedure section.
- Lessons must be typed.
- Cite sources and do not violate copyright law.

**What I know about American involvement in World War I:**

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List some of the requirements for enlistment in the modern United States Army.

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## World War I

World War I was a major European war that began on July 28, 1914 and lasted until November 11, 1918. It involved the world's great powers, which were assembled into opposing alliances: the Allies (Britain, France, and Russia) and the Central Powers (Germany and Austria-Hungary).

At the outbreak of the war the United States pursued a policy of non-intervention. When a German U-boat sank the British liner *Lusitania* in 1915, with 128 Americans on board, U.S. President Woodrow Wilson claimed that "America is too proud to fight" but demanded an end to attacks on passenger ships. Germany did so.

In January 1917, Germany resumed unrestricted submarine warfare. The German Foreign Ministry, in the Zimmermann Telegram, told Mexico that U.S. entry into the war was likely once unrestricted submarine warfare resumed, and asked Mexico to join the war as Germany's ally against the U.S. Germany promised to send Mexico money, and to help it take back territories it had lost to the U.S. during the Mexican-American War. President Wilson released the telegram to the public. Many Americans saw this as a cause for war. The U.S. Congress declared war in April of 1917.

In the House of Representatives for the Counties of Newcastle,  
Kent and Sussex, upon Delaware, at Newcastle,

Friday, March 22<sup>d</sup> 1776. A. M.

Instructions for enlisting Men in the Service of the  
Delaware Government.

1. You are to enlist no Man who is not Able-bodied, healthy and a good Marcher, nor such whose Attachment to the Cause of America you have Cause to suspect. Young, hearty, robust Men who are tied by Birth, or Family Connections, or Property, to this Country are by much to be preferred.
2. You will have great Regard to Moral Character; Sobriety in particular.
3. You are not to enlist any Servant or Apprentice.
4. Those who engage in the Service shall be enlisted according to the Form prescribed by this Assembly.
5. The Commanding Officer of the Company shall appoint such Men, Sergeants and Corporals, as recommend themselves by their Ability, Activity and Diligence, and he is to appoint the Drummers and Fifes.
6. You are to be allowed seven Shillings and six Pence per Week for the Subsist of Recruits till they arrive at their Station.
7. You are to take Notice that the Muster-Master appointed, is to inspect your Men and reject such as do not answer to your Instructions.
8. You shall be allowed seven Shillings and six Pence for each Man you enlist who shall be past on Inspection as Effective, besides the Subsist-Money before, and your Pay.

By Order,

Jac. Booth Clerk of Assembly

To Mr. Abraham Willbank }  
First-Lieutenant }

See the other Side for the Form of the Enlistment



In the House of Representatives for the Counties of New Castle,  
Kent and Sussex, upon Delaware, at New Castle,

Friday, March 22d 1776. A.M.

Instructions for inlisting Men in the Service of the  
Delaware Government.

1. You are to inlist no Man who is not able-bodied, healthy and a good Marcher, nor such whose attachment to the Cause of America you have cause to suspect. Young, hearty, robust Men who are tied by Birth, or Family Connections, or Property, to this Country are by much to be preferred.
2. You will have great Regard to Moral Character; Sobriety in Particular.
3. You are not to inlist any Servant or Apprentice.
4. Those who engage in the Service shall be inlisted according to the Form prescribed by this Assembly.
5. The Commanding Officer of the Company shall appoint such Men, Sergeants and Corporals, as recommend themselves by Their Ability, Activity and Diligence, and he is to appoint The Drummers and Fifer.
6. You are to be allowed seven Shillings and six Pence per Week for the Subsist of Recruits till they arrive at their Station.
7. You are to take Notice that the Muster-Master appointed, is to inspect your Men and reject such as do not answer to your Instructions.
8. You shall be allowed seven Shillings and six Pence for each Man you inlist who shall be past on Inspection as – Effective, besides the Subsist-Money before, and your Pay.

By Order,  
James Booth Clk (Clerk) of Assembly

To Mr. Abraham Wiltbank  
First-Lieutenant

See the other Side for the Form of the Inlistment

# QUESTIONNAIRE

(Stamp of Local Board.)	Serial No.	Name of Registrant:	Telephone No. ....
	Order No.	(Christian name.)	(Surname.)
		Address ..... (Street and number or R. F. D.)	
		City .....	County .....
		State .....	



**NOTICE TO REGISTRANT.**—You are required by law to return this Questionnaire filled out in accordance with instructions contained herein within seven days from date of this notice. Failure to do so is a misdemeanor punishable by fine or imprisonment for one year and may result in the loss of valuable rights and in immediate induction into military service.

(Date) .....

Member of Local Board.

### CLAIM FOR EXEMPTION OR DEFERRED CLASSIFICATION

**NOTE TO CLAIMANTS.**—This form is to be used for claiming exemption or deferred classification by or in respect of any registrant and for stating the grounds of claim. Place a cross (x) in Column A opposite the division that states the ground of claim. Boards are required to consider only grounds thus indicated by the claimant in Column A.

Column A.	Division.	CLASS I.	Column A.	Division.	CLASS III—Continued.
	A	Single man without dependent relatives.		E	Highly trained fireman or policeman, at least 3 years in service of municipality.
	B	Married man, with or without children, or father of motherless children, who has habitually failed to support his family.		F	Necessary customhouse clerk.
	C	Married man dependent on wife for support.		G	Necessary employee of United States in transmission of the mails.
	D	Married man, with or without children, or father of motherless children; man not usefully engaged, family supported by income independent of his labor.		H	Necessary artificer or workman in U. S. armory or arsenal.
	E	Unskilled farm laborer.		I	Necessary employee in service of United States.
	F	Unskilled industrial laborer.		J	Necessary assistant, associate, or hired manager of necessary agricultural enterprise.
		Registrant by or in respect of whom no deferred classification is claimed or made.		K	Necessary highly specialized technical or mechanical expert of necessary industrial enterprise.
		Registrant who fails to submit Questionnaire and in respect of whom no deferred classification is claimed or made.		L	Necessary assistant or associate manager of necessary industrial enterprise.
		All registrants not included in any other division in this schedule.			<b>CLASS IV.</b>
		<b>CLASS II.</b>		A	Man whose wife or children are mainly dependent on his labor for support.
	A	Married man with children or father of motherless children, where such wife or children or such motherless children are not mainly dependent upon his labor for support for the reason that there are other reasonably certain sources of adequate support (excluding earnings or possible earnings from the labor of the wife), available, and that the removal of the registrant will not deprive such dependents of support.		B	Mariner actually employed in sea service of citizen or merchant in the United States.
	B	Married man, without children, whose wife, although the registrant is engaged in a useful occupation, is not mainly dependent upon his labor for support, for the reason that the wife is skilled in some special class of work which she is physically able to perform and in which she is employed, or in which there is an immediate opening for her under conditions that will enable her to support herself decently and without suffering or hardship.		C	Necessary sole managing, controlling, or directing head of necessary agricultural enterprise.
	C	Necessary skilled farm laborer in necessary agricultural enterprise.		D	Necessary sole managing, controlling, or directing head of necessary industrial enterprise.
	D	Necessary skilled industrial laborer in necessary industrial enterprise.			<b>CLASS V.</b>
		<b>CLASS III.</b>		A	Officers—legislative, executive, or judicial of the United States or of State, Territory, or District of Columbia.
	A	Man with dependent children (not his own), but toward whom he stands in relation of parent.		B	Regular or duly ordained minister of religion.
	B	Man with dependent aged or infirm parents.		C	Student who on May 18, 1917, was preparing for ministry in recognized school.
	C	Man with dependent helpless brothers or sisters.		D	Persons in military or naval service of United States.
	D	County or municipal officer.		E	Alien enemy.
				F	Resident alien (not an enemy) who claims exemption.
				G	Person totally and permanently physically or mentally unfit for military service.
				H	Person morally unfit to be a soldier of the United States.
				I	Licensed pilot actually employed in the pursuit of his vocation.
					Member of well-recognized religious sect or organization, organized and existing on May 18, 1917, whose then existing creed or principles forbid its members to participate in war in any form, and whose religious convictions are against war or participation therein.

**REGISTRANT OR OTHER INTERESTED PERSON MUST ANSWER THE FOLLOWING QUESTION.**

Q. Do you claim exemption or deferred classification in respect of the registrant named above? If so, state the divisions of each class and each class in which you claim that he should be classified.

A. ....; in Division ..... of Class ....., and Division ..... of Class ....., and Division ..... of Class ..... (Date.) .....

(Yes or no.)

(Address.)

(Sign here.)

**WAIVER OF CLAIM FOR EXEMPTION OR DEFERRED CLASSIFICATION.**

(To be signed by registrant or other interested person whenever a waiver is used.)

I hereby waive all claim of exemption or deferred classification of the registrant named above.

(Date of signing.)

(Sign here.)

## Thinking Chronologically: Change over Time

Name \_\_\_\_\_

Directions: analyze the military recruitment documents from 1776 and 1917 then...

- a. list the criteria for admission in both years under "1776" and "1917" below;
- b. describe how the criteria changed over time at the bottom of the page.



Requirements in **1776**

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Requirements in **1917**

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**Change(s) from 1776 to 1917**

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**Exit Ticket**

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

**How and why** have the requirements for enlistment in the U.S. Army changed over time?

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**Exit Ticket**

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

**How and why** have the requirements for enlistment in the U.S. Army changed over time?

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What I know about American involvement in World War I:

- It was before World War II
- 1800's
- First World War
- People died
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What I know about American involvement in World War II:

- Axis, powers, pro powers
- Japan bombed us
- Hitler?
- Great depression followed
- Started coz' some guy in Egypt got killed
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-

Exit Ticket

Name Bill VanPacny Group ✓ Date 3/26/12

How and why have the requirements for enlistment in the U.S. Army changed over time?

It has changed because before, in 1776, there was low standards. In 1917 they started looking for more standards, like jobless, single, unskilled men. They did that because they wanted people who nobody or only a little people loved because then, if they happened to die, barely anybody will be sad. Also the U.S. wanted the people to have something to do instead of lying around doing nothing.

Exit Ticket

Name Nashae' Tillman Group Γ Date 3/26/12

How and why have the requirements for enlistment in the U.S. Army changed over time?

The requirements for enlistment in the U.S. Army changed over time by in 1776, you had to be a male, young, healthy, and a good marcher ect. In 1917 you could be male or female, jobless unskilled ect. The requirements changed because the population grew drastically.

Exit Ticket

✓+

Name Daniel Ruiz Group 1 Date March 26 2012

How and why have the requirements for enlistment in the U.S. Army changed over time?

The requirements in the US Army had change by in 1776 they wanted specific people to go to the Army. And in 1917 they would practically choose anybody, because at that time they had limited resources. And wanted the healthiest their was. And in 1917 Army's grew and would take anybody to make a big Army.