**  
  
Turning Points Lesson Plan**

***Lesson Title:*** Rethinking Objector Rules

***Essential Question:***

Do we need to rethink how “conscientious objector status” is determined?

***Learning Objectives:***

SWBAT read, summarize, and determine key arguments in an article  
SWBAT analyze issues about whether or not conscientious objectors should be permitted to abstain from a particular war

***TEKS:***

13. Citizenship. The student understands rights guaranteed by the U.S. Constitution.

* C. Identify the freedoms and rights guaranteed by each amendment in the Bill of Rights

***Materials:***

* To watch the film online: a computer with internet access, external speakers, and a projector OR access to a computer lab with internet access and headphones for each student. Online at <http://communication.utexas.edu/strauss/turning-points>.
* Worksheet
* 2 signs. One that says AGREE and one that says DISAGREE
* Article: Halloran, L. (2009). “Will Hasan Case Prompt New Look at Objector Rules?” National Public Radio. Online: <http://www.npr.org/templates/story/story.php?storyId=120354216>. (February 16, 2012).

***Introduction to New Material:***

1. Describe to your students:
   1. During some wars in the past, the government instituted a draft, where some citizens were required to serve in the military. As you might imagine, people had different reactions to this requirement.
2. Ask your students to jot down how they might react or what questions they would have if they were being drafted. Their reactions might include sadness of leaving behind family, concerns about college or work, etc.
3. Invite your students to share their reactions.

***Guided Practice:***

1. Explain to your students that they will be watching a film about what happens when there is a draft and an individual disagrees on moral grounds. Watch the film online at <http://communication.utexas.edu/strauss/turning-points>.
2. Ask your students to look back at the list that they had created and invite them to add Finn’s reactions. Invite them to circle or highlight the reactions that matched Finns reactions.
3. Ask students:
   1. How does the government handle this issue today?

You may need to help you students to fill in some of the details.   
  
Answer: Today in the United States, those people who are conscientious objectors are those who are opposed to serving in the armed forces and/or bearing arms on the grounds of moral or religious principles.  In the military today, people can be conscientious objectors and they are placed in the Selective Service Alternative Service Program. This program attempts to match conscientious objectors with local employers.

* 1. Can you imagine other times or reasons for why the nation might reinstitute a draft?

1. Explain to your students:
   1. In the 1960’s, the Supreme Court held that a moral objection, religious or otherwise, could exempt you from service but an individual has to object to all wars, not a specific war. *Gillette v. United States*
   2. Today, we’re going to review this holding closely and develop an understanding about how whether or not this decision should change.
2. Distribute the handout and the NPR article, “[Will Hasan Case Prompt New Look at Objector Rules](http://www.npr.org/templates/story/story.php?storyId=120354216)?”(http://www.npr.org/templates/story/story.php?storyId=120354216) Ask your students to summarize the article and determine the best arguments for and against this change using the attached worksheet.
3. Ask the students to fill out the first four questions on the worksheet.

***Group Practice:***

1. After every student has had an opportunity to complete the worksheet bring the group back together.
2. Create a spectrum along a wall of your classroom. Label the two distinct sides of the classroom agree and disagree. Ask the students to stand up and walk to the side of the room depending on whether or not they feel that conscientious objectors should be permitted to abstain from a particular war.
3. Ask a couple of students from each side to describe their position on the matter.

***Independent Practice:***

1. **Complete Question #5 on worksheet** which asks students about why they have a particular view or position?

***Modifications:***

* You may modify the assessment component by shortening the writing product or asking that the student focus on certain questions from the attached worksheet
* If needed, students may dictate responses to the teacher or classmate or use word processing equipment
  + - Learning will be supported through group discussion **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Worksheet**  
Directions: Answer the following questions to outline and summarize the details of the article: Halloran, L. (2009). “Will Hasan Case Prompt New Look at Objector Rules?” National Public Radio. Online: <http://www.npr.org/templates/story/story.php?storyId=120354216>. (February 16, 2012).

1. What issues are presented in the article?
2. Who is involved?

3. Ok, the issue exists, so what? Why does this issue matter?

1. What are the two sides of the argument?

|  |  |
| --- | --- |
| **Pro** | **Con** |

1. Which position do you agree or disagree with and why?

**Worksheet Sample Answer Key**  
Directions: Answer the following questions to outline and summarize the details of the article: Halloran, L. (2009). “Will Hasan Case Prompt New Look at Objector Rules?” National Public Radio. Online: <http://www.npr.org/templates/story/story.php?storyId=120354216>. (February 16, 2012).

1. What issues are presented in the article?

* An individual can not object to a particular war.
* “An aversion to fighting a particular war can’t be grounds for conscientious objector status.”
* Muslims should be allowed to avoid military service fighting against other Muslims.
* Rules about conscientious objector status should be made law and not just set in military regulation.

1. Who is involved?

* Soldiers
* Muslims
* Nadal Hasan

1. Okay, the problem exists, so what? Why does this issue matter?

* The Fort Hood shootings present a dramatic example of what can happened when people are forced to make a difficult choice between duty and their moral, ethical or religious values.

1. What are the two sides of the argument?

|  |  |
| --- | --- |
| **Pro**   * Forcing people to fight against people of their own faith presents moral, ethical and religious challenge for some individuals. * There are other options such as putting a mark on the soldiers record, preventing him/her from advancing * Keeping from fighting against their religious “brethren” is just * Honoring the soldiers preference to abstain from war could prevent psychiatric break | **Con**   * Poor precedent * Not practical an administrative nightmare * Separation of church and state * Recruitment challenge * If recruits have taken large educational benefits, they need to be held to their commitments. |

5. Which position do you agree or disagree with and why?