



# Brooklyn *in the* Civil War



## Unit: Soldiers

### **Lesson 1.3: The Draft (Part 2)**

Aim: To learn about the draft in New York by examining an archival news article.

Objective: Students work with the headlines and text of a news article about the draft in New York.

#### Materials:

1. Student copies or overhead transparencies of the following article from the *Brooklyn Daily Eagle*: Friday, July 10, 1863, p. 2: “The Draft Ordered” (Depending on the abilities of the group, teachers distribute either the headlines only or the entire news article) <http://www.brooklynpubliclibrary.org/civilwar/cwdoc056.html>

#### Procedure:

1. Ask students to examine the headlines. Why are they in capital letters? Are they written in complete sentences? Why not? What’s missing?
2. Do a mini-lesson on sentence fragments.
3. With a partner, students rewrite the headlines in complete sentences. Example: “The Draft Ordered” might become: “New York has been ordered to begin the draft.” Share.
4. Sample questions for article (written on board, overhead, or dictated):
  - a) What was Brooklyn’s quota for the draft? What was the total number of men to be drafted in New York City, Brooklyn, Queens, Suffolk, and Richmond counties? What percent of this total did Brooklyn provide?
  - b) Why were an additional 50 percent of names drawn?
  - c) Could recent immigrants (“foreigners”) be drafted? Does this seem fair?
  - d) List at least 3 reasons a man might be exempt from the draft.
  - e) How long did a man have to serve in the Army, if drafted?
  - f) Did they get paid?
  - g) What happened to a man who did not report for service and did not pay the \$300? Was this fair?