

Draft Resisters and Service Members

Military Service and Draft Resistance Lesson Plan

Overview and Purpose

Students will learn about the draft resistance movement and the Heart Mountain Fair Play Committee. They will compare this movement to Japanese American service members during World War II. By comparing the two, students will determine if there is a difference between patriotism and resistance. This lesson is designed for 11th-12th grade United States History and Government/Politics students.

Education Standards

- SS12.1.1
- SS12.1.4
- SS12.2.1

Objectives

- Students will learn to utilize various sources (primary and secondary) and use them to construct a narrative and defend their understanding of events.

Materials

- Densho Articles
 - [Japanese Americans in Military During World War II](#)
 - [Japanese American Women in Military](#)
 - [Draft Resistance](#)
- Oral Histories
 - Service Members
 - [Keyo Takabayashi](#)
 - [Dick Narasaki](#)
 - [Takejiro Higa](#)
 - Draft Resisters
 - [Gene Akutsu](#)
 - [Takashi Hoshizaki](#)
- Student Worksheet (included at end of lesson plan)

Verification **these questions are designed to be asked during discussion to ensure student retention of information**

- What was the main reason that many Japanese Americans resisted the draft?
- How was military service different for Nisei women?
- What branch of the military did not allow Japanese Americans during WWII?
- What was the military experience like for Japanese Americans?
- What generation of Japanese Americans were not allowed to volunteer? (Issei)
- Would you consider the actions of both draft resisters and compliers as patriotic?
 - Follow-up: How do you define patriotism?
- Draft resisters were met with push back from the Japanese American Citizens League (JACL) and other leaders of the Japanese American community. Why do you think that is?

Activity

- Day 1-Reading (60-90 minutes)
 - Divide class into three groups. Have Group 1 read the draft resistance articles, Group 2 read the Japanese Americans in the Military article, and Group 3 read the Japanese American Women in the Military article. Have students take notes or outline the article as they read. Emphasize that students should also pay attention to the language used in the article and how the subject is being presented. Once students have read through the articles, direct students to form three discussion groups based on which article they read and discuss what they read. What did they learn? What kind of information was left out? After students have discussed their articles, mix the discussion groups. Students should be with people who didn't read the same article as them. Have them share what they learned from their article with their group. Students will then attempt to construct a narrative of Japanese Americans interactions and responses to the US military during World War II. Have them explain why some people complied with the draft and why others resisted. Have them explain the role of women in the

military. After they have constructed their narratives, bring the class together and discuss all three topics.

- Day 2 - Oral Histories (60-90 minutes)
 - In class, have students listen to the following interviews and take notes.
 - Interviews
 - Service Members (7 minutes)
 - [Keyo Takabayashi](#)
 - [Dick Narasaki](#)
 - [Takejiro Higa](#)
 - Draft Resisters (12 minutes)
 - [Gene Akutsu](#)
 - [Takashi Hoshizaki](#)
 - After students have listened to the interviews, have them complete the Military Service and Draft Resisters worksheet (in the Padlet) and discuss students' answers.

Serve or Resist

1. What were some of the challenges that made deciding to serve or resist a difficult choice for Japanese Americans?

2. After listening to the oral histories, what was the determining factor for Japanese American males deciding between draft resistance and service?

3. Based on what you know, do you think it was right for the United States government to draft Japanese Americans? Why or why not?

4. Did Japanese Americans have a responsibility to serve in the armed forces? Why or why not?
