



Vietnam Veterans Of America

Education Guidebook

Developed By The
Education Subcommittee of the
Public Affairs Committee

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Vietnam Veterans of America is proud to present a grassroots Education Guidebook to our membership. Educating our youth is an inherited responsibility that we cannot take lightly. We served our country then, and we continue to serve today and into the future. Each member is a living piece of history. With the Vietnam War being the longest war in our nation's history, many pieces of the puzzle can be shared by those who made the history. Our organization wants members to have the tools to provide an educational experience to the students of America.

We are indebted to countless individuals who dedicated themselves to the completion of the Vietnam Veterans of America Education Guidebook. We are especially grateful to the Public Affairs Committee and the Education Subcommittee. Thanks go to Jim Doyle, Mokie Porter, Jack Thomas the Chair of the Education Committee, Tom Hall, K.R. Zack Earp, Mary Miller and Dennis Koehler.

We would especially like to recognize Tom Hall for his dedication to this project. He developed the concept, is the principle author, typed, edited, and was the principle coordinator for the committee. Additionally, he coordinated all the printing requirements for this publication. The personal man-hours spent on this project were many and Vietnam Veterans of America would like to express their gratitude for his dedication.

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Vietnam Veterans of America, Inc.

Vietnam Veterans of America
Pennsylvania State Council

Vietnam Veterans of America
Florida State Council

Vietnam Veterans of America
Chapter 787, Tampa Bay Chapter
Tampa, FL

The Education Subcommittee members, Jack Thomas and Tom Hall developed the initial draft. Vietnam Veterans of America, Chapter 787, Tampa Bay Chapter, Tampa, Florida developed the materials on the Speakers Bureau. Michael Gunther of Dover High School, Dover, Ohio and Ron Dyches of Bloomingdale High School, Valrico, Florida in conjunction with Chapter 787, developed the oral history program. The course syllabus and History of the Vietnam War Curriculum Guide was developed by Kathy Taylor, Supervisor of Social Studies, Ron Dyches and Bruce Burnham, history teachers from Hillsborough County Florida School District. These materials illustrate proven programs that are used daily with great success in the instruction of high school students in the state of Florida.

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SPEAKERS BUREAU COMMUNITY SERVICE PROJECT

The purpose of the Speaker's Bureau is to educate the public about the Vietnam War from the perspective of the Vietnam veteran. This program is designed to be educational, informative, fact-based, and a structured, formal presentation. A program curriculum will be developed, lesson plan, handouts, visual aids, and video presentation. It is important that the presentation be extremely informative and present a positive image of Vietnam veterans and VVA.

Listed below is the outline of our program presentation.

1. Introduction of organization and what will be accomplished.
2. "Stand-up" of audience members who know someone who is a Vietnam veteran.
3. Audience test, shown on overhead projector, multiple choice questions.
4. Show 6-minute video segment on scenes of Vietnam.
5. Introduction of Speakers Bureau panel members.
6. Each member to speak for 7 to 10 minutes.
7. Question and answer period.
8. Anti-drug message
9. Anti-gang message
10. Show 7-minute video segment of the Vietnam Veterans Memorial.
11. Closing remarks

Total time is approximately 1 ½ hours

Display tables of memorabilia

Equipment Requirements:

Video

Overhead projector

VCR with Television or VCR projector

Tables

PA system

Memorabilia

CHAPTER LETTERHEAD

TO: Florida VVA Chapters

FROM: Tom Hall, VVA Chapter 787,
Speakers Bureau Coordinator

Subject: Formation of a Chapter Speakers Bureau

Over the years some Chapters or individual VVA members have gone sporadically into schools to speak to students about the Vietnam War. These efforts are good, but how would you like to meet the challenge of starting a Chapter Speakers Bureau? This presentation will provide you with a structured program which includes active audience involvement and speaker interaction. It is an opportunity to present a fact-based, personal account of the Vietnam War from the perspective of the GI soldier in an effort to inform students about the war and to humanize the impact of war on individual lives.

The formation of a Chapter Speakers Bureau will allow your Chapter to become active in education in the state of Florida. It is a community project that can provide an educational experience for the students, but also can serve as a healing tool for your members. This project should not be taken lightly as it will have a huge impact on the students and a lot of thought should be given before undertaking this project.

Once you have a committed core of veterans to your Chapter's Speakers Bureau, you must give careful thought to this community service project. Listed below are things to think about when forming your speaker's bureau.

1. Projecting a positive image of Vietnam Veterans of America, **YOUR** VVA Chapter, and all Vietnam veterans. Present yourself accordingly. Dress neatly and present yourself with confidence. Be proud of yourself.
2. Remember the audience you are speaking to. Profanity or abusive behavior is an easy way to destroy your speaker's bureau before it even gets off the ground.
3. Be punctual for your appointments. Allow plenty of set-up time. Meet with the teacher before hand, if possible.
4. The purpose of your presentation is to share your experiences with the students. **DO IT WITHOUT THE BLOOD & GUTS.** It can be done.
5. Practice your personal presentation. Let others in the group critique you on your presentation. Practice as a group over and over until you feel comfortable with your group presentation. A good personal, structured, professional, and informative presentation will have a life-long impact on students.

To assist your Chapter in forming a Speakers Bureau, I have enclosed several documents which you need to review and incorporate in your presentation. These items have been used and found to be very successful for our Chapter. They are not perfect, but they provide a foundation upon which to build.

1. SPEAKERS BUREAU SCRIPT (USED BY A MODERATOR)
2. SPEAKER'S OUTLINE (TO ASSIST IN YOUR INDIVIDUAL PRESENTATION)
3. SPEAKERS BUREAU COMMUNITY SERVICE PROJECT OUTLINE
4. SPEAKERS BUREAU OUTLINE/INFORMATION LETTER
5. INTRODUCTION LETTER TO DEPARTMENT HEAD OF SOCIAL STUDIES AT YOUR LOCAL HIGH SCHOOL.
6. LETTER TO "SERVE," A HILLSBOROUGH COUNTY ORGANIZATION THAT PROVIDES SPEAKERS TO THE SCHOOL DISTRICT. CHECK YOUR SCHOOL DISTRICT TO SEE IF ALL SPEAKERS MUST BE CLEARED THROUGH A LOCAL ORGANIZATION. ENSURE YOU FOLLOW PROCEDURES.
7. SPEAKERS BUREAU EVALUATION FORM. HAVE THE TEACHER EVALUATE YOUR PRESENTATION. THIS ALLOWS YOU TO HEAR WHAT YOU ARE DOING RIGHT OR WRONG, AND ALLOWS YOU TO FIND OUT IF YOU MET THE STUDENTS' NEEDS AND EXPECTATIONS.
8. THANK-YOU LETTER TO TEACHER. ALWAYS SEND A THANK- YOU LETTER AFTER ALL PRESENTATIONS.
9. COPY OF MULTIPLE CHOICE TEST. ANSWERS ON THE BACK SIDE. MAKE THIS INTO AN OVERHEAD.
10. QUOTE BY COL. DAVID H. HACKWORTH, USA, (RET). MAKE INTO OVERHEAD.
11. "THOUGHTS ON WAR." MAKE INTO OVERHEAD.
12. MAP OF VIETNAM. MAKE INTO OVERHEAD.
13. VIETNAM WARRIORS: A STATISTICAL PROFILE. FOR YOUR INFORMATION.
14. COPY OF HILLSBOROUGH COUNTY'S "HISTORY OF THE VIETNAM WAR CURRICULUM GUIDE." FOR YOUR INFORMATION.
15. SONG LIST USED IN "HISTORY OF THE VIETNAM WAR" CLASS.

These items should get you on the road to a rewarding experience being in education. Remember, your success will be determined by the effort you put into perfecting your Speakers Bureau presentation. Stay positive and stay focused. Remember you are talking with students who are the future of our country. Don't take your responsibility lightly.

If you have any questions, feel free to contact me at 813-655-7129 or by e-mail at MARINE@aol.com. For a copy of the video segments, send a blank tape and I will make a copy for you.

FORMATION OF A CHAPTER SPEAKERS BUREAU

Each Chapter has many community service projects that they undertake each year within their community. Each project takes a commitment by all members to ensure a successful completion.

You may ask yourself, “Why should we start a Chapter Speakers Bureau?” Education is a key component in our children’s lives. What better way to get involved in education than by starting a Chapter Speakers Bureau?

In this section of the VVA Education Guidebook, we have included a proven and successful Speakers Bureau. We want this to be as effortless as possible, while offering the flexibility to meet the needs of you Chapter and your community.

You will find speaking with students rewarding and therapeutic. You will additionally find that students are starving for information about the Vietnam War and you can answer those needs.

INTRODUCTION:

A: Goal of a Chapter Speakers Bureau

1. To present a fact-based, personal account of the Vietnam War from the perspective of the soldier in an effort to inform students about the war and to humanize the impact of war on individual lives.

B. Objectives of a Chapter Speakers Bureau

1. Students will gain insight and knowledge about the Vietnam War from the perspective of the soldier.
2. Students will review the various stages of the Vietnam War as experienced by the Vietnam veteran.
3. Students will review the roles and responsibilities of servicemen and servicewomen during the Vietnam War, including different branches of service and rank.
4. Students will be given an overview of the dynamics of the geography and topography of Vietnam and how they impacted the military strategies of combat.
5. Students will gain an understanding of the extensive loss of human life as dramatized by the Vietnam Veterans Memorial.

Reasons for a Speakers Bureau

- A. Community service project.
- B. Establishing a partnership in education in the community.
- C. Involvement with educational issues at the school district level.
- D. Healing tool for the Vietnam veteran.

How To Get Involved in Schools

- A. Contact local history/social studies teacher at your high school.
- B. Contact your school district office and talk with the Supervisor of Social Studies for your school district.
- C. Form an Education Committee on your State Council to keep in touch with educational issues at the state government level.
- D. Join the Council of Social Studies Teachers at the state and national level.

Speakers Bureau Panel

- A. MUST present a positive image. (We want to get away from the stereotype that people have of Vietnam veterans.)
- B. Dress neatly. Business casual or in fatigues if clean and starched.
- C. Present confidence in your presentation. Students will see right through you if you are not prepared.
- D. Remember the audience to whom you are speaking. You need to communicate on their level.
- E. Watch your language. (IT CAN BE DONE)
- F. No blood and guts. (IT CAN BE DONE)
- G. Notify teacher in advance of audiovisual needs and table requirements.
- H. Be punctual and allow set-up time before class starts.
- I. ALWAYS check-in with the school's front office upon arrival.
- J. Each member gives a 5 to 7 minute presentation on themselves, their perspective/experiences.
- K. Practice both individual and as a group presentations. Panel should be flexible on the size of the panel based on classroom time allotted. (Practicing your presentation individually and as a group will ensure that your presentation skills are professional and will give you the self-confidence required. Practice cannot be stressed enough.)
- L. Ensure time for question-and-answer session. (This time is important. For many students this is their first interacting with Vietnam veterans.)
- M. Allow time for students to review memorabilia, if applicable. (NO WEAPONS)
- N. Use of visuals (overhead and possibly video clips) is important in your presentation.

Program Format

- A. Moderator should be someone who has excellent presentation skills. This individual's task is important in making your panel's presentation a success.

- B. Moderator gives the opening introductions and remarks.
- C. Moderator introduces panel members.
- D. Moderator leads question-and-answer session.
- E. Moderator gives closing remarks.
- F. Moderator keeps speakers on task and oversees time constraints.

Speakers Bureau Evaluation Form

- A. Give the teacher a Speakers Bureau Evaluation Form along with a self-addressed, stamped envelope for completion.
- B. Teacher's critique is valuable as a tool to improve presentation skills and ensure goals are accomplished.
- C. Track your presentations through the year.

Send a Thank-You Letter

- A. Sending this letter presents a professional image of your Chapter and helps change the negative image of Vietnam veterans.
- B. Builds a positive image of Vietnam veterans.

Educational materials enclosed

- A. Community Service Project proposal for presentation to the Chapter.
- B. Formation of a Chapter Speakers Bureau guideline. This is flexible.
- C. Speakers Outline. To be used as a guide for each speaker to formulate their presentation.
- D. Speakers Bureau Script to be used by the moderator. Again, this is flexible.
- E. Letters to Supervisor of Social Studies Supervisors of Hillsborough County Florida School District, describing the Chapter Speakers Bureau. This is a very good way to get the information out to the schools. The Supervisor of Social Studies usually meets once a month with all the Department Heads of Social Studies for all high schools and can pass this information down to each high school.
- F. Letter to Department Head of Social Studies at your local high school(s).
- G. Thank-You Letter Sample to send to the teacher after your presentation.
- H. Speakers Bureau Evaluation Form Sample to give to the teacher.
- I. Comments from teachers about the Speakers Bureau.
- J. Comments from students about the Speakers Bureau.
- K. Map of South Vietnam (Make into overhead)
- L. Education Test and Answers (Make test into overhead)
- M. "Thoughts on War" (Make into overhead)
- N. Quote by Col. David Hackworth, USA (Ret) (Make into overhead)

- A. Vietnam Warriors: A Statistical Profile (Resource to give to teacher/students)
- B. Price Soldiers Have Paid the Last 225 years. (Resource to give to teacher/students.)
- C. Casualties by Branch of Service. (Resource to give to teachers/students.)
- D. Casualties by States. (Resource to give to teachers/students.)
- E. Casualties by Provinces (Resource to give to teachers/students.)
- F. Casualties by Major U.S. Combat Units (Resource to give to teachers/students.)
- G. Hillsborough County, Florida, School District, Course Syllabus for the elective course, "History of the Vietnam War."
- H. Hillsborough County, Florida, School District, elective course, "History of the Vietnam War Curriculum Guide."
- I. Hillsborough County, Florida, School District, "Music and the Vietnam War" used in the elective course, "History of the Vietnam War."
- J. Hillsborough County, Florida, School District, "What was Tampa reading about Vietnam in 1968?" An interactive classroom exercise used in the elective course, "History of the Vietnam War."
- K. Hillsborough County, Florida, School District, writing exercise used in the elective course, "History of the Vietnam War."

We hope we have given you sufficient information that you can implement a Chapter Speakers Bureau. The information provided is flexible to allow you to adapt it to the educational needs of your community.

With the Speakers Bureau you can also become a resource for the teachers in your community. The enclosed exercises are something you can share with your educator for consideration to use in their classroom. They provide the information for the educator to implement and will challenge the student to use technology to complete their classroom assignments.

If your school district does not offer a high school course on the history of the Vietnam War, this is your chance to present to your local school board the Course Syllabus and the Curriculum Guide of a successful program.

Many Chapters already have successful Chapter Speakers Bureaus and we congratulate you for your dedication to education. Maybe some of the items provided in this section would assist you in furthering your program. For those Chapters that don't have a Speakers Bureau, we have provided the tool for a successful program.

It is important that you become involved in education. We, as Vietnam veterans, have a responsibility to ensure our children are taught about the Vietnam War. If we don't, it is shame on us. Preserve our legacy by becoming involved.

CHAPTER LETTERHEAD

SPEAKERS OUTLINE

Dear Speaker,

Please take a few moments and review the outline listed below as a guide for your presentation. Take your time and carefully think about what you want to say. It is almost imperative that you make out on 3 x 5 note cards to refer to during your presentation. This ensures a well-organized presentation and the least amount of repetition or overlap. Keep your presentation to 7 to 10 minutes.

- Name
- Branch of Service, how long, highest rank achieved
- Explain MOS, what your job was
- When served in Vietnam, where, how long
- Weather, terrain, living conditions, etc.
- How you did your job in relation to the war
- Most memorable experience
- Attitude upon returning to U.S.
- How Vietnam changed your life

If you have photos or diagrams you want to use during your presentation, have them available and we will make them into overhead transparencies. Please feel free to expand on anything listed above. These are just ideas to assist you in formulating your presentation.

We will be scheduling a practice session very shortly to refine our program. After the initial practice we will present to an audience for criticism before when begin in the schools. Pick out what you will wear during the presentation, keeping in mind we want to project a positive image of the Vietnam veteran. Also, work on obtaining memorabilia for our display. This has a lasting impact on the students.

If you have questions or need assistance, do not hesitate to call me at 655-7129. I really appreciate your interest in this program. I guarantee you will find this very rewarding.

Sincerely

Speakers Bureau Chairperson

CHAPTER LETTERHEAD

VIETNAM VETERANS OF AMERICA CHAPTER 787

SPEAKER'S BUREAU SCRIPT

Good _____. I'm _____ with Vietnam Veterans of America, Chapter _____ located in _____. We have been invited to discuss with the Vietnam War. This educational experience will allow you to experience the Vietnam War from the perspective of the Vietnam veteran. We will show a couple of segments of video, each panel member will tell about him/herself and their experiences and then we will have a question and answer session. Every Vietnam veteran's experience was different because of the time, geographical area served, their unit's mission, and occupational field.

"PERFORM THE STAND UP TEST." (Ask students to stand up if their father, mother, uncle, aunt, grandfather, grandmother, cousin, next door neighbor, friend of the family, or if they know a Vietnam veteran.) Look around the room and see how many students are standing. Usually you will have 75 to 95% standing.

This small a group reflects the impact the Vietnam War had on the nation. Society experienced a culture change, civil rights change, economic change, and more during the Vietnam War. A lot of lessons were learned from the Vietnam War that today dictates how our Armed Forces are deployed. They must have a clear mission along with a definite time frame in which to accomplish the assigned mission. Our government does not want another quagmire like Vietnam.

"GIVE THE MULTIPLE CHOICE TEST." Show on overhead and let the students select the answers out loud. (This gets them involved) Give the answer to each question as you go.

"SHOW VIDEO MONTAGE" Explain what they are seeing. Ask them if they can identify the singer of the song. (Billy Joel)

"PANEL PRESENTATION" Each member of the panel will speak about themselves. Once all the speakers are completed we will have a question and answer period. So, please hold your questions until then.

SPEAKERS: Keep presentation to seven to ten minutes. NOTE: See "Speaker's Outline" on what to talk about. Use as a guideline. REMEMBER, TIME IS OF THE ESSENCES.

QUESTION & ANSWER SESSION:

CLOSING: "SHOW VIDEO OF "THE WALL"

CLOSING REMARKS: Many controversies still exist today about the longest war in this nation's history. I want you to understand that war is not "glamorous." It's not John Wayne or Rambo. People DIE! They die horrible deaths. They don't get to come back and star in another movie. They are permanently dead. There is no "time outs" in war.

Each and everyone of you need to stay abreast of what is going on in our country and around the world. It will have an affect on your life in one way or another. Exercise your right to vote. You have a responsibility to ensure we have the best and brightest leaders for this great country. You are the future leaders of this country. There could easily be a future Senator or Congress person out there. Better yet, there could be a future President, He or She. You may be called upon to be part of the decision making process or be solely responsible to send this nation's men and women off into harms way. Remember, they may die, never to return. (POINT TO A STUDENT AND SAY) CAN YOU MAKE THAT DECISION?

We thank you for letting us come today. GOD BLESS AMERICA!

CHAPTER LETTERHEAD

July 15, 1998

(Name,) Supervisor of Social Studies
Hillsborough County School District
P.O. Box 3408
Tampa, FL 33601

Dear (Name,)

Vietnam Veterans of America, Chapter 787, Tampa, FL, has established a Speakers Bureau as a community service program within the Hillsborough County area. Many controversies exist about the longest war in this nation's history and the lasting effects it has left on society. Oftentimes, little is taught about the more recent aspects of our history in our educational system, therefore neglecting the effects of the Vietnam War on our nation's history. Thus, the purpose of our Speakers Bureau is to provide an educational experience about the Vietnam War from the perspective of the Vietnam veterans.

We will provide this service at no charge in a structured program, which includes active audience involvement and speaker interaction. Our committee chairperson has over seven years experience in presentations to students in the Kansas City area. Presentations are geared for elementary to college level audiences. Audiences can vary in size from 20 to as many as 400. Our program allows flexibility in length from 55 minutes to 1-½ hours. Ideally, the latter is preferred.

Listed below is our instructional sequence.

1. Introduction :

Overview of the program's goals and objectives, and introduction of panel members.

A. Goal:

To present a fact-based, personal account of the Vietnam War from the perspective of the GI soldier in an effort to inform students about the war and to humanize the impact of war on individual lives.

B. Objectives:

- Student will gain insight and knowledge regarding the Vietnam War from the perspective of the GI soldier.

- Students will review the various stages of the Vietnam War as experienced by the Vietnam veteran.
 - Students will review the roles and responsibilities of servicemen during the Vietnam War including different branches of service and ranks.
 - Students will be given an overview of the dynamics of the geography and topographic terrain of Vietnam and how that impacted the military strategies of combat.
 - Students will gain an understanding of the extensive loss of human life as dramatized by the Vietnam Veterans Memorial.
2. Audience involvement in a stand-up survey of those who have relatives, friends, or acquaintances that have served during the Vietnam War. The survey dramatically shows the audience how extensively the Vietnam War impacted so many lives and our society as a nation. Effective audience participation creates a sense of belonging to the program.
 3. An eight-question verbal quiz is given using an overhead. The audience gives their selected answers and then the correct responses are shown and discussed by the moderator. This increases the audience interaction with the panel.
 4. The tone of the program, a real life experience of the Vietnam War, will be established with a six-minute video of a montage of actual photographs taken in Vietnam by GI soldiers and accompanied by music. During the presentation, the moderator softly explains to the audience what they are seeing. It should be noted that this video does not contain any photographs which are graphic or offensive in nature.
 5. Each panel member will make a 7-10 minute presentation about who they are, their branch of service, the years they spent in Vietnam, their function or duties while in Vietnam, some of their experiences and how the Vietnam War has effected their lives. Our objective in these presentations is for the audience to experience each branch of service missions, different terrain, geographical locations, different years and stages of the war. Speakers will use visual aids in the form of overhead transparencies and memorabilia.
 6. Upon completion of the panel's individual presentations, the moderator will open the floor for questions from the audience. Questions will be answered honestly and openly.
 7. A 7-minute video capturing the symbolic representation of the Vietnam Veterans Memorial in Washington, D.C. is shown. Moderator softly talks about the memorial, the names on the wall, the significance of the sacrifice the soldiers made for their country, and how we must never forget the cost of war.

8. Closing remarks by the moderator summarizes the presentation. The discussion will include the atrocities of war, the realities of war versus the Hollywood depiction, and the high price of lost lives. The audience will be encouraged to stay abreast of politics and world events, and events in their own country. To exercise their right to vote will be stressed to ensure we have the best and brightest leaders for this great country. Finally, the closing will focus on the potential of any individual present one day becoming a congress person, senator, or possibly the President, and their part in the decision making process.

Equipment requirements:

1. VCR with television or VCR projector with screen
2. Overhead projector
3. PA system
4. Tables and chairs

Memorabilia Display:

Allow audience to view uniforms, equipment, maps, photos, captured documents, and captured equipment. With advance planning it can be coordinated to have an OH-53 Loch helicopter displayed outside. The helicopter is trailer mounted and easily transportable. A reserved parking area will be required in advance for the helicopter.

If you should have questions or require additional information, please contact me at 655-7129.

Sincerely,

Education Chairperson

CHAPTER LETTERHEAD

September 21, 1998

Department Head, Social Studies
Brandon High School
1101 Victoria Street
Brandon, FL 33510

Dear Educator,

Vietnam Veterans of America, Chapter 787, Tampa, FL has established a Speakers Bureau as a community service program within the Hillsborough County area. The purpose of the Speakers Bureau is to provide an educational experience about the Vietnam War from the prospective of the Vietnam veterans. Many controversies exist about the longest war in this nation's history and lasting effects it has left on our society. Oftentimes, little is taught about the more recent aspects of our history in our educational system, therefore neglecting the effect of the Vietnam War on our nation's history. Consequently, Vietnam veterans have an obligation to ensure that the longest war in this nation's history is taught to our children and that the concept of war is not glamorized as illustrated in movies.

Our Speakers Bureau coordinator developed this program several years ago for presentation to schools in the Kansas City area. It continues to be successful and in high demand by many schools. Numerous news articles were written about this program and it has received positive responses from students, teachers, and professors.

I have enclosed an outline of our instructional sequence to give you an overview of our program. In addition, we have been working with Bruce Burnham, social studies teacher at Armwood High School on his History of the Vietnam War class. If you have any questions or need further information regarding our program, please feel free to call me at 899-4599. I look forward to hearing from you.

Sincerely,

Speakers Bureau Chairperson

CHAPTER LETTERHEAD

December 10, 1998

Bruce Burnham
Armwood High School
12000 U.S. Hwy 92
Seffner, FL 33584

Dear Mr. Burnham

On behalf of Vietnam Veterans of America, Chapter 787 we would like to thank you for allowing our Speakers Bureau to meet with your class on December 10, 1998. Our stay at your school was very pleasant and we look forward to returning to talk with your students in the future.

I have enclosed an evaluation for you to complete along with a self-addressed stamped envelope. We hope you will take time to complete the evaluation so that we can identify any areas of improvement needed and increase our presentation skills. Your opinions and insights are a valuable tool to ensuring we offer a professional, structured educational experience to the students.

If we can be of any assistance in the future, do not hesitate to contact me at 655-7129.

Sincerely,

Speakers Bureau Coordinator

SPEAKERS BUREAU EVALUATION FORM

SCHOOL: _____ ***DATE:*** _____

TEACHER: _____ ***CLASS:*** _____

Dear Educator,

To ensure that our Speakers Bureau is meeting the needs of the students, we would like to have you evaluate the presentation given by our Speakers Bureau Panel. This will help us to improve our presentation so that we can deliver a quality educational experience to the students. Please return in the enclosed self-addressed stamped envelope.

**DID THE PANEL STAY WITHIN THE CONFINES OF THE ALLOTTED
TIME FRAME FOR THEIR PRESENTATION?**

**DID THE PANEL PROVIDE AN ATMOSPHERE FOR INVOLVING THE
STUDENTS?**

**DID THE PANEL MEET THE STUDENTS' EXPECTATIONS RELATED TO
THE CLASSROOM SUBJECT?**

**WERE THE INDIVIDUAL PRESENTERS INFORMATIVE AND DID
THEY MAINTAIN A PROFESSIONAL MANNER?**

**DO YOU FELL THE SPEAKERS PRESENTED FACTUAL INFORMATION
TO THE STUDENTS?**

**DO YOU FEEL THERE IS AN AREA WE SHOULD HAVE INCLUDED?
IF SO, WHAT?**

**PLEASE RATE THE OVERALL EFFECTIVENESS OF THE PANEL
AND LIST ANY SUGGESTIONS ON THE IMPROVEMENT OF THE
PRESENTATION.**

EXCELLENT GOOD AVERAGE POOR INADEQUATE (CIRCLE ONE)

SUGGESTION: _____

**WOULD YOU RECOMMEND THE SPEAKERS BUREAU TO FELLOW
EDUCATORS?**

ADDITIONAL COMMENTS:

**COMMENTS FROM TEACHERS
ABOUT THE
VIETNAM VETERANS OF AMERICA
SPEAKERS BUREAU**

Hearing the Vietnam veterans describe and reflect on their experiences in the war recalled to me Ralph Waldo Emerson's comment that "there is no history, only biography." Only actual lived experience and its impact on individual lives are truly meaningful to us, and that's what we heard about from the Vietnam veterans — what they each did in the war, how they each felt, how the war forever changed each of their lives. Hearing that kind of personal experience gives meaning to an otherwise intangible past, and it painfully evoked for me the era of my own youthful struggles, more than one of which was intimately connected with that war.

Dr. Maridella Carter, high school teacher

I think the best thing we provide for our students, in American Arts and Culture, or any class in our schools is the Vietnam veteran's presentation. Students, who typically are pretty uninterested in anything we have to offer academically, are captivated by the personal experiences shared by the veterans. More than one male student has commented to me after the veterans presentation that they were surprised to find themselves near tears. I, personally, am not surprised by that admission. No matter how I steel myself to refrain from emotion during the veteran's presentation, I am always moved to tears by the stories shared, and the lives changed irrevocably by Vietnam. *Jan Rush, History teacher*

The Vietnam Veterans of America presentation completely held my attention and that of my students. Many members of the class commented about the effectiveness of the personal accounts of the veterans. This program stimulated a wide variety of topics of discussion in the classroom later in the day. We are truly indebted to all of the men and women who unselfishly shared their thoughts and experiences with us. *Kathy Wiley, History teacher*

The Vietnam Veterans of America Speakers Panel is truly an inspiration. Their sensitive subject matter is handled in an extremely professional manner, as they are aware that our students are at a very vulnerable and impressionable age. They give our students a feeling of "been there" that no textbook can. We have been impressed, saddened, appalled and moved to tears by these gallant men and women who tell these stories from their souls and guts. A truly valiant endeavor.

Not only do these men walk on water, you can part the waves as far as I'm concerned. We are always very appreciative of your time, energy, and giving natures as you take the time to talk to our kids. *Deborah L. Martin, 8th grade English teacher*

**COMMENTS OF THE
VIETNAM VETERANS OF AMERICA
SPEAKERS BUREAU
BY HIGH SCHOOL STUDENTS**

My generation may never know the true horrors of war, but I respect those who have been through it and those who survived to warn others of those horrors and keep us from making those mistakes over again. They are truly brave people and Americans right from the heart. I would like to personally thank every one of them for what they did for our country and us. *Kari Jewett*

Hearing this presentation made me look at the Vietnam War more realistically rather than at the way they present it in the movies. It made me understand a little better how it must have felt to be in the war and to lose a loved one in it. *Mandy Smith*

The Vietnam veteran's presentation showed me a lot of different aspects of the war. I never knew how much women were important in the war and how much influence they had. Hearing only one story of the war, I never before had a broad look at the war. Now I have many insights into the war as a whole, not just one aspect. Hearing the stories showed me different ways the war affected people for the rest of their lives. *Dianne Sellers*

My knowledge of the Vietnam War was strictly what textbooks and teachers taught since no family member I am aware of served in that war. I do know one that served there, and he really doesn't like to talk about it. So this is the first time I felt like I knew what went on. *Kjirsten Peterson.*

I'd never really had much of a feeling about the Vietnam War or any other war until I heard the Vietnam veterans presentation. I always figured it was in the past so it didn't concern me. But when the Vietnam veterans spoke, they hit a nerve in me, and I cared. I was upset with how they were treated when they came home from the war. All of them were great speakers, too. *Shelia Brown*

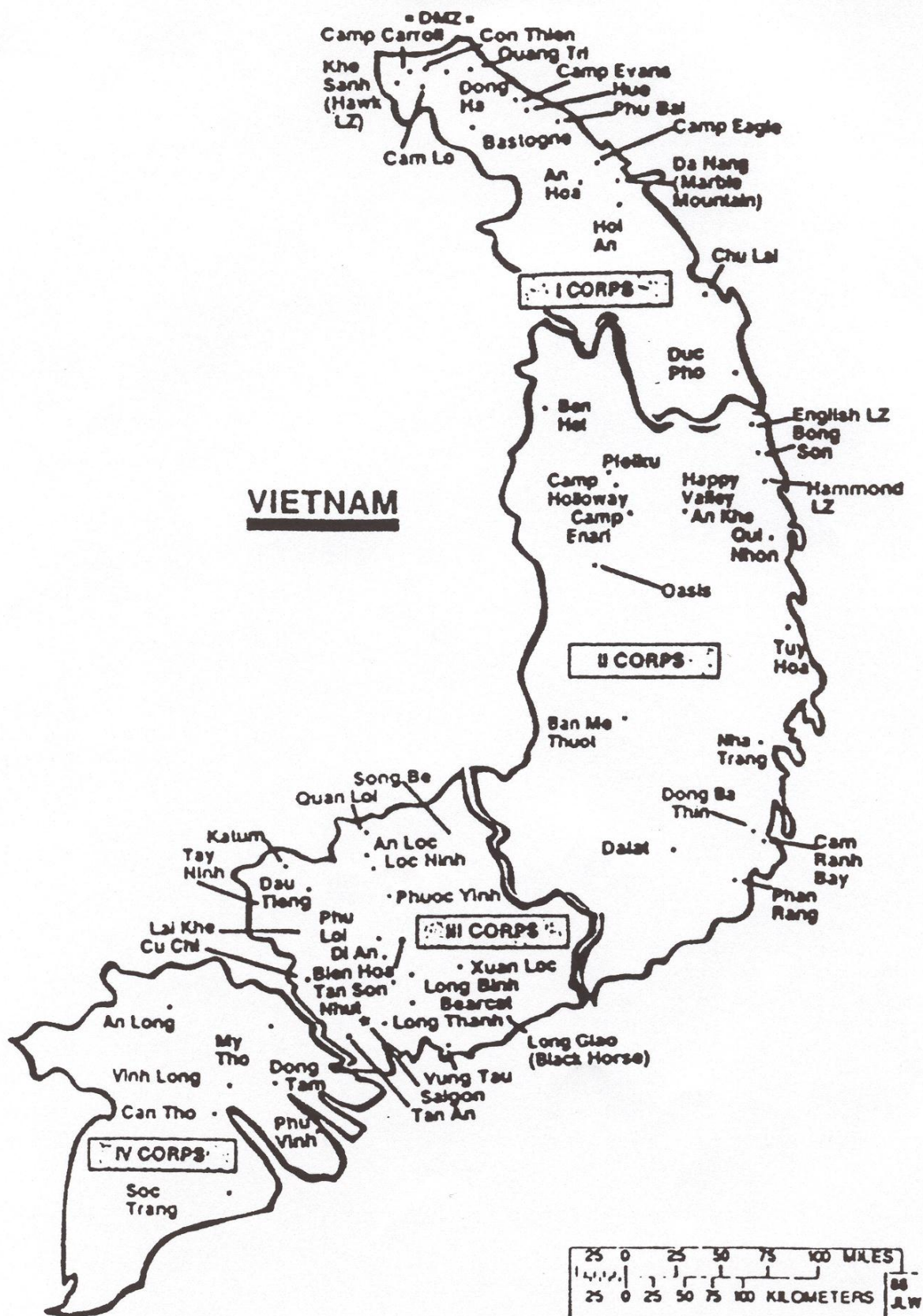
The Vietnam veterans expressed the reality of war and show great remorse about it. They included the audience in the presentation, so I felt like I was part of a great show about the reality of the war. *Sumer Lugo*

This presentation wasn't textbook knowledge; it was real people with emotions. It opened my eyes and ears to what really happened in Vietnam. *Felicity Adams*

I feel that the Vietnam presentation made us think and feel. It humanized the war for us so that we would no longer think of it as another war in a history book with paper soldiers who didn't think and didn't feel and who died shamelessly in vain. *Meghan Greffer*

The presentation by the Vietnam veterans made me realize the horror that the veterans went through. Before, the war never really concerned me, but now I realize the effect it had on so many people's lives. *Holly Webb*

One of the best ways to gain historical knowledge is to hear from those who experienced it firsthand. This was the experience we got from the Vietnam veteran's presentation. They were very open with us, sharing both facts and feelings with nostalgic sadness. What we gained from their unique perspectives can help us prevent future tragedies. *Jennifer Krueger*



- 1. NEARLY 25% (1/4) OF THE MEN KILLED IN THE VIETNAM WAR WERE 21 YEARS OLD OR YOUNGER?**

TRUE OR FALSE?

- 2. HOW LONG WAS THE VIETNAM WAR?**

- A. 8 YEARS**
- B. 12 YEARS**
- C. 14 YEARS**
- D. 16 YEARS**

- 3. THE STATE WITH HIGHEST DEATH RATE BASED ON PER CAPITA POPULATION WAS IN WHICH STATE?**

- 4. OVER 50% OF THE TOTAL FORCES IN VIETNAM WERE DRAFTEES?**

TRUE OR FALSE?

- 5. THE APPROXIMATE NUMBER OF PEOPLE MISSING IN ACTION IS _____?**

- A. 1,000**
- B. 1,500 OR MORE**
- C. 3,000 OR MORE**

- 6. WHAT WAS THE EDUCATIONAL LEVEL OF THE DRAFTEE?**

- A. 10th grade**
- B. 11th grade**
- C. High School or higher**

- 7. WHAT WAS THE AVERAGE AGE OF THE SOLDIERS IN VIETNAM?**

- A. 19 yrs old**
- B. 20 yrs old**
- C. 21 yrs old or older**

- 8. WHAT PERCENTAGE OF VIETNAM VETERANS STRONGLY BELIEVE THE WAR WAS JUST AND ARE PROUD OF THEIR SERVICE?**

- A. 85%**
- B. 76%**
- C. 91%**
- D. 66%**

EDUCATION TEST ANSWERS

- 1. FALSE. 61% WERE 21 OR YOUNGER**
- 2. D**
- 3. W. VIRGINIA 84.1% NATIONAL AVERAGE 58.9% FOR EVERY 100,000 MALES.**
- 4. FALSE. 25% WERE DRAFTEES AS COMPARED TO 66% IN WW II.**
- 5. B 1,973 766 POW's 114 DIED IN CAPTIVITY**
- 6. C 79% HIGH SCHOOL GRADS OR HIGHER. 76% FROM LOWER MIDDLE/WORKING CLASS FAMILY.**
- 7. A WWII SOLDIERS 26 YEARS OLD. 97% VIETNAM VETERANS WERE HONORABLY DISCHARGED.**
- 8. C 66% VIETNAM VETERANS WOULD SERVE AGAIN IF CALLED. 87% OF PUBLIC NOW HOLD VIETNAM VETERANS IN HIGH ESTEEM.**

THOUGHTS OF WAR

If you hold a real weapon in your hand, you will feel its character strongly. It begs to be used. It is fearsome. Its only purpose is death, and its power is not just in the material from which it is made but also from the intention of its makers.

It is regrettable that weapons must sometimes be used, but occasionally, survival demands it. The wise go forth with weapons only as a last resort.

When death, pain, and destruction are visited upon what you hold to be most sacred, the spiritual price is devastating. What hurts more than one's own suffering is bearing witness to the suffering of others. The regret of seeing human beings at their worst and the sheer pain of not being able to help the victims can never be redeemed. If you go personally to war, you cross the line yourself. You sacrifice ideals for survival and fury of killing. That alters you forever. That is why no one rushes to be a Veteran. Think before you want to change so unalterably. The stakes are not merely one's life, but one's very humanity.

(Thoughts on War, Quoted from Deng Ming~Dao, a old Taoist monk 4000 years ago in China)

**A BATTLEFIELD OR FIREFIGHT
CAN BEST BE DESCRIBED AS
“TERRIFIED HUMAN BEINGS ARE
THRUST INTO TOTAL CHAOS ON A
JET-DRIVEN ROLLER COASTER.
THE EARTH IS ROCKED BY EXPLODING
SHELLS, BULLETS CUT THROUGH THE
SMOKED-FILLED AIR LIKE RAZOR
WINGED-TIPPED BEES, AND PEOPLE
SCREAM AMIDST THE INSANITY OF
NOISE WHILE KILLING AND
BEING KILLED.”**

Col. David H. Hackworth, USA, (Ret.)
Marine Corps Gazette, 1992

VIETNAM WARRIORS: A STATISTICAL PROFILE

IN UNIFORM AND IN COUNTRY

Vietnam Vets: 9.7% of their generation

9,087,000 military personnel served on active duty during the Vietnam Era (Aug. 5, 1964-May 7, 1975).

8,744,000 personnel were on active duty during the war (Aug. 5, 1964-March 28, 1973).

3,403,100 (including 514,000 offshore) served in the Southeast Asia Theater (Vietnam, Laos, Cambodia, and flight crews based in Thailand and sailors in adjacent South China Sea waters).

2,594,000 personnel served within the borders of South Vietnam (Jan. 1, 1965-March 28, 1973).

Another 50,000 men served in Vietnam between 1960 and 1964.

Of the 2.6 million (40-60%) either fought in combat, provided close combat support or were at least fairly regularly exposed to enemy attack.

7,484 women (6,250 or 83.5% were nurses) served in Vietnam.

Peak troop strength in Vietnam: 543,482 (April 30, 1969).

CASUALTIES

Hostile deaths: 47,359

Non-hostile deaths 10,797

Total: 58,156 (included men formerly classified as MIA and Mayaguez casualties). 27 other men have died of wounds, bringing the total to 58,183.

8 nurses died--one was KIA.

Married men killed: 17,539

61 % of the men killed were 21 years old or younger.

Highest state death rate: West Virginia--84.1 (national average 58.9 for every 100,000 males in 1970).

Wounded: 303,704---153,329 hospitalized

+ 150,375 injured who required no hospital care.

Severely disabled: 75,000--23,214 100% disabled; 5,283 lost limbs; 1,081 sustained multiple amputations.

Amputation or crippling wounds to the lower extremities was 300 % higher than in WWII and 70% higher than in Korea. Multiple amputations occurred at the rate of 18.4% compared to 5.7% in WWII.

Missing in Action: 2,338

Prisoners of War: 766 (114 died in captivity).

DRAFTEE VS. VOLUNTEERS

25% (648,500) of total forces in country were draftees. (66% of U.S. armed forces members were drafted during WWII.)

Draftees accounted for 30.4% (17, 725) of combat deaths in Vietnam. Reservists killed: 5,977

National Guard: 6, 140 served; 101 died.

RACE AND ETHNIC BACKGROUND

88.4% of men who actually served in Vietnam were Caucasian; 10.6% (275,000) were black; 1% belonged to other races.

86.3% of the men who died in Vietnam were Caucasian (includes Hispanics); 12.5% (7,241) were black; 1.2% belonged to other races.

170,000 Hispanics served in Vietnam; 3,070 (5.2% of total) died there.

86.8% of the men who were killed as a result of hostile action were Caucasian; 12.1% (5,711) were black; 1.1 % belonged to other race.

14.6% (1,530) of non-combat deaths were among blacks.

34% of blacks that enlisted volunteered for the combat arms. .

Overall, blacks suffered 12.5% of the deaths in Vietnam at a time when the percentage of blacks of military age was 13.5% of total population.

SOCIO- ECONOMIC STATUS

76% of the men sent to Vietnam were from lower middle/working class backgrounds. Three-fourths had family incomes above the poverty level; 50% were from middle income backgrounds.

Some 23% of Vietnam vets had fathers with professional, managerial or technical occupations.

79 % of the men who served in Vietnam had a high school education or better when they entered the military service. (63% of Korean War vets and only 45% of WWII vets had completed high school upon separation.)

WINNING AND LOSING

82 % of veterans who saw heavy combat strongly believe the war was lost because of lack of political will. Nearly 75% of the general public agrees that it was a failure of political will, not of arms.

AGE AND HONORABLE SERVICE

Average age of the Vietnam War GI: 19 (26 for WWII). 97% of Vietnam-era veterans were honorably discharged.

PRIDE IN SERVICE

91% of actual Vietnam War veterans and 90% of those who saw heavy combat are proud to have served their country. 66% of Vietnam vets say they would serve again if called upon.

87 % of the public now holds Vietnam veterans in high esteem.

VFW Magazine: March 1993.

WAR OF THE REBELLION

12 April 1861 - 26 May 1865
Number Serving Union: 2,213,365
Hostile Deaths: 138,154
Non-Hostile Deaths: 221,374
Wounds, Not Mortal: 280,040
Union POWs: 194,743
Union Deaths In Service: 359,528
Last Union Veteran: Albert Woolson
Died: 2 August 1956, at age 109
Number Serving Confederacy: 1,082,119
Hostile Deaths: 94,000
Non-Hostile Deaths: 164,000
Wounds, Not Mortal: 191,387
Confederate POWs: 214,865
Confederate Deaths In Service: 258,000
Last Confederate Veteran: John Salling
Died: 16 March 1958, at age 112

SPANISH - AMERICAN WAR

21 April 1898 - 12 August 1898
Number Serving: 260,000
Hostile Deaths: 385
Non-Hostile Deaths: 2,061
Wounds, Not Mortal: 1,662
POWs: 8
MIAs: 72
Deaths In Service: 2,446
Last War Era Veteran: Nathan E. Cook
Died: 10 September 1992, at age 106

WORLD WAR I

6 April 1917 - 11 November 1918
Number Serving: 4,734,991
Hostile Deaths: 53,402
Non-Hostile Deaths: 63,114
Wounds, Not Mortal: 4,002
POWs: 7,470
MIAs:
Deaths In Service: 116,516
Living Veterans: circa 15,000

WORLD WAR II

7 December 1941 - 2 September 1945
Number Serving: 16,112,566
Hostile Deaths: 291,557
Non-Hostile Deaths: 113,420
Wounds, Not Mortal: 670,846
POWs: 124,079
MIAs: 30,314
Deaths In Service: 404,977
Living Veterans: circa 8,471,000

COLD WAR

2 September 1945 - 21 August 1991
Number Serving: Classified
Hostile Deaths: Classified
Non-Hostile Deaths: Classified
Wounds, Not Mortal: Classified
POWs: Classified
MIAs: 343
Deaths In Service: Classified
Living Veterans: Unknown

KOREAN WAR

25 June 1950 - 27 July 1953
Number Serving: 5,720,000
Hostile Deaths: 33,629
Non-Hostile Deaths: 20,617
Wounds, Not Mortal: 103,284
POWs: 7,140
MIAs: 8,177
Deaths In Service: 54,246
Living Veterans: circa 4,747,000

VIETNAM WAR

8 July 1959 - 29 March 1973
Number Serving: 9,087,000
Number Serving In Country: 2,594,000
Hostile Deaths: 47,357
Non-Hostile Deaths: 10,796
Wounds, Not Mortal: 53,303
POWs: 766

MIAs: 1,817
Deaths In-Service: 58,153
Living Veterans: circa 8,247,000

U.S.S. PUEBLO

23 January 1968 -23 December 1968
Number Serving - 82
Hostile Deaths: 1
Non-Hostile Deaths: 0
Wounds, Not-Mortal: 0
POWs: 82
MIAs: 0
Deaths In-Service: 1

GRENADA

25 October 1983 -2 November 1983
Number Serving: 8,500
Hostile Deaths: 20
Non-Hostile Deaths: 0
Wounds, Not-Mortal: 116
POWs: 0
MIAs -4
Deaths In-Service: 20

UNITED STATES - LIBYA CLASH

24 March 1986 - 25 March 1986
Number Serving: 80
Hostile Deaths: 2

Non-Hostile Deaths: 0

Wounds, Not-Mortal: 0
POWs: 0
MIAs: 0
Deaths In-Service: 2

U.S.S. STARK

17 May 1987
Number Serving: Unknown
Hostile Deaths: 37
Non-Hostile Deaths: 0
Wounds, Not-Mortal: 167
POWs: 0
MIAs: 1
Deaths In-Service: 37

30

PERSIAN GULF WAR
17 January 1991 - 11 April 1991

Number Serving: 650,000

Hostile Deaths: 148
Non-Hostile Deaths: 121
Wounds, Not-Mortal: 357
POWs -29
MIAs - 20
Deaths In-Service: 269
Living Veterans: 649,740

SOMALIA

2 December 1992 - 15 September 1994
Number Serving: Unknown
Hostile Deaths: 44
Non-Hostile Deaths: 0
Wounds, Not Mortal: Unknown
POWs-6
MIAs -2
Deaths In-Service: 44
Living Veterans: Unknown

YUGOSLAVIA

24 March 1999 - 30 June 1999
Number Serving: 37,100
Hostile Deaths: 0
Non-Hostile Deaths: 2
Wounds, Not-Mortal: Unknown
POWs-3
MIAs -0
Deaths In-Service: 2
Living Veterans: 37,098

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CASUALTIES BY BRANCH OF SERVICE

	<u>SERVING IN VIETNAM</u>	<u>%</u>	<u>KILLED</u>	<u>WOUNDED</u>	<u>TOTAL</u>	<u>% OF BRANCH</u>	<u>% OF KILLED/ WOUNDED</u>
ARMY	1,407,000	67	38,179	96,802	134,982	9.5	63.8
USMC	294,000	14	14,836	51,392	66,227	22.5	31.3
NAVY	126,000	6	2,556	4,178	6,734	5.3	3.1
USAF	272,000	13	2,580	931	3,511	1.2	1.6
TOTAL	2,100,000		58,151	153,303	211,454		

VIETNAM CASUALTIES BY VOLUNTEER OR DRAFTED FIGURES ARE FOR ENLISTED ONLY

	<u>VOLUNTEER</u>	<u>DRAFTED</u>	<u>RESERVE</u>	<u>NATL. GUARD</u>	<u>UNKNOWN</u>
ARMY	16,373	16,964	69	68	69
USMC	12,784	683	406	--	25
NAVY	1,764	-----	148	--	13
USAF	808	-----	1	1	96
TOTAL	31,730	17,647	624	69	203

VIETNAM ENLISTED CASUALTIES BY RACE, ETHNICITY AND NATIONAL ORIGIN

	<u>WHITE</u>	<u>BLACK</u>	<u>AMERICAN INDIAN</u>	<u>ASIAN</u>	<u>UNKNOWN</u>
ARMY	28,044	5,095	138	241	26
USMC	11,888	1,860	73	76	1
NAVY	1,823	78	7	17	--
USAF	735	82	1	9	79
TOTAL	42,490	7,115	219	343	106

CASUALTIES BY STATE

BASED ON 1970 UNITED STATES CENSUS

Alabama	1,205	Montana.....	269
Alaska	57	Nebraska.....	395
Arizona.....	622	Nevada.....	150
Arkansas.....	589	New Hampshire.....	226
California.....	5,572	New Jersey.....	1,482
Colorado.....	620	New Mexico.....	399
Connecticut.....	611	New York.....	4,177
Delaware.....	122	North Carolina.....	1,609
District of Columbia.....	242	North Dakota.....	198
Florida.....	1,950	Ohio.....	3,092
Georgia.....	1,582	Oklahoma.....	988
Hawaii.....	276	Oregon.....	708
Idaho.....	217	Pennsylvania.....	3,142
Illinois.....	2,930	Rhode Island.....	207
Indiana.....	1,531	South Carolina.....	985
Iowa.....	852	South Dakota.....	195
Kansas.....	662	Tennessee.....	1,291
Kentucky.....	1,054	Texas.....	3,414
Louisiana.....	881	Utah.....	365
Maine.....	343	Vermont.....	100
Maryland.....	1,014	Virginia.....	1,305
Massachusetts.....	1,322	Washington.....	1,050
Michigan.....	2,649	West Virginia.....	731
Minnesota.....	1,070	Wisconsin.....	1,159
Mississippi.....	637	Wyoming.....	119
Missouri.....	1,411		

CASUALTIES BY PROVINCES IN VIETNAM

1.	Quang Tri	7,548	23.	Binh Hos	1,328
2.	Thua Thien	4,299	24.	Phuc Tuy	236
3.	Quang Nam	8,099	25.	Tay Ninh	2,679
4.	Quang Tin	2,991	26.	Hau Nghia	1,441
5.	Quang Ngai	2,971	27.	Gia Dinh	1,316
6.	Kontum	1,691	28.	Long An	1,018
7.	Binh Dinh	2,351	29.	Kien Tuong	159
8.	Pleiku	1,090	30.	Dinh Tuong	835
9.	Phu Bon	32	31.	Go Cong	71
10.	Phu Yen	319	32.	Kien Phong	77
11.	Darlac	191	33.	Vinh Long	169
12.	Khan Hoa	447	34.	Kien Hos	462
13.	Quang Duc	180	35.	Chau Doc	1
14.	Tuyen Duc	81	36.	An Giang	124
15.	Ninh Thuan	191	37.	Sa Dec	unk.
16.	Lam Dong	167	38.	Vinh Binh	124
17.	Binh Thuan	303	39.	Kien Giang	124
18.	Phuc Long	686	40.	Phong Dinh	199
19.	Long Khan	195	41.	Ba Xuyen	83
20.	Binh Tuy	195	42.	Chuong Thien	39
21.	Binh Long	946	43.	Bac Lieu	18
22.	Binh Duong	2,759	44.	An Xuyen	65

Bay State Veteran
Winter 1994
Vol 1 Issue 1

MAJOR U.S. COMBAT UNIT CASUALTIES IN VIETNAM

The units listed below account for 98% of the Americans killed by hostile action in Vietnam.

Wounded in action include both hospitalized and non-hospitalized.

UNIT	KIA	WIA
III MARINE AMPHIBIOUS FORCE	13,082	88,633
1st Marine Division		
1st Marine Aircraft Wing 3rd Marine Division		
7th Fleet Amphibious Force		
1st Cavalry Division	5,444	26,592
25th Infantry Division	4,547	31,161
101st Airborne Division	4,011	18,259
1st Infantry Division	3,146	18,019
9th Infantry Division	2,624	18,831
4th Infantry Division	2,531	15,229
173rd Airborne Brigade	1,748	8,747
7th Air Force/SAC (Guam)	1,739	3,457
1st Aviation Brigade	1,701	5,163
7th Fleet/Naval Forces (Vietnam)	1,626	10,406
196th Light Infantry Brigade	1,004	5,591
 AMERICAL (23rd) DIVISION	 808	 8,237
11th Light Infantry Brigade		

Bay State Veteran Winter 1994

Vol 1 Issue 1

History of the Vietnam War Course Syllabus

Content Strata

1919 - 1941

Post World War I
Treaty of Versailles
Ho Chi Minh
French Colonization
Pre World War II

Course Performance Standard

Students will describe the impact of the Treaty of Versailles on Southeast Asia, including the right of self-determination, continuation of French Imperialism, the formation of the Vietnamese Communist Party and the Bao Dai monarchy.

Students will describe the economic, social, and military developments that resulted from French and Japanese Imperialism.

Students will explain the principle ideas of Ho Chi Minh and the military principles of Vo Nguyen Giap and how they contributed to the nationalistic movement within Vietnam.

1941 – 1944

Japanese Occupation
Reestablishment of
French Indo China

Students will describe the events, which took place in Vietnam during World War II including Japanese occupation and French governmental control.

Students will explain the relationship between Ho Chi Minh and the United States including the events which took place between Minh and the Office for Strategic Services (OSS).

Students will describe the events which led to France reestablishing its dominance over French Indo China.

1945 - 1954

French War
Geneva Conference

Students will explain the principles of war and how each principle was violated or achieved by French or Viet Minh forces during the French War.

Students will describe the role that the United States played during the French War. Specifically what impact did the United States have on the political, economic, and military aspects of the war?

1945 - 1954 (Continued)

Students will analyze the 1954 Geneva Conference. Specifically, the terms of the conference and violations of the terms. Furthermore, what role did the United States play in post conference activity in Vietnam.

1955 - 1963

Bao Dai Government
Ngo Dinh Diem Government
U.S. Military Assistance
Command Vietnam (MACV)
U.S. Special Forces
Battle of Ap Bac
Overthrow of the Diem
Government

Students will describe the formation, administration and overthrow of the Dai and Diem governments.

Students will describe the formation and role of the United States Military Assistance Command Vietnam and the United States Special Forces.

Students will analyze the Battle of AP BAC and its impact on the decision to deploy U.S. combat forces to Vietnam and the eventual Americanization of the war effort.

Students will explain the role that the United States took in the overthrow of the Diem Government and the impact that role played in furthering U.S. involvement in Vietnam.

Student will analyze the political and military objectives of the United States towards Vietnam as written in Eisenhower and Kennedy Administration documents.

1964 - 1969

Gulf of Tonkin Resolution
Selective Service System
1968 Tet Offensive
The War at Home
Vietnamization

Students will describe and analyze the events which led up the Gulf of Tonkin Resolution and its impact on the United States' involvement in Vietnam.

Students will explain the Selective Service System and its impact on the American public. Students will describe the changes, which were implemented during the Vietnam War

Students will analyze the military and political objectives of North Vietnam's 1968 Tet Offensive and the impact that the offensive on the American public, the Johnson Administration, and the South Vietnamese Government.

1970 - 1975

**Paris Peace Accords
North Vietnam's Victory**

Students will analyze the terms of the Paris Peace Accords and the effect of violations by signatories.

Students will describe the final victory of North Vietnamese forces and its impact on South Vietnamese and American interests.

1975 - 2000

**Joint Task Force - Full
Accounting
"The Wall"
Normalization of Relations**

Students will describe the mission and purpose of Joint Task Force - Full Accounting.

Students will analyze "The Wall" as part of the healing process for America.

Students will discuss the normalization of relations between the Socialist Republic of Vietnam and the United States.

Students will produce a Vietnam Veteran's Oral History.

**SCHOOL DISTRICT OF HILLSBOROUGH COUNTY
SOCIAL STUDIES**

HISTORY OF THE VIETNAM WAR

November 1998

**SECONDARY EDUCATION
R.O. SHELTON ADMINISTRATIVE CENTER
901 EAST KENNEDY BOULEVARD
P.O. BOX 3408
TAMPA, FLORIDA 33601-3408
PHONE: (813)272-4810**

HISTORY of the VIETNAM WAR CURRICULUM GUIDE

Content Strata	District Performance Standard	State Standard	Correlation to Textbook Chapter	Teaching Strategies Correlation to History Alive!	Teaching Points
Post WWI	Students will describe the impact of the Treaty of Versailles on Indochina, including the right of self-determination, continuation of French imperialism, the formation of the Vietnamese Communist Party and the Bao Dai monarchy.	SS.A.3.4.9 SS.A.3.4.3	People 658-664 Part 633-647 Vietnam 133, 136, 147, 150-158 149, 192, 202, 208, 215	ISL 4.1	<ul style="list-style-type: none"> • Woodrow Wilson • Ho Chi Minh • Bao Dai • Fourteen Points • League of Nations • Imperialism
Interim (WWI and WWII)	Students will describe the economic, social, and military developments that resulted from French and Japanese imperialism.	SS.A.1.4.2 SS.A.3.3.4.6	Vietnam 68, 132, 131, 138, 140, 243-244	ISL 3.2	<ul style="list-style-type: none"> • Ten Steps to Imperialism • Japanese Expansion in Asia
Interim (WWI and WWII)	Students will explain the political ideas of Ho Chi Minh and the military principles of Vo Nguyen Giap and how they contributed to the nationalist movement within Vietnam.	SS.A.3.4.9	Vietnam 109-110, 113, 130-138, 154-156, 157-158		<ul style="list-style-type: none"> • Vo Nguyen Giap • Nationalism
World War II	Students will describe the events which took place in Vietnam during World War II including Japanese occupation and French governmental control.	SS.A.3.4.3	People 730-737 Part 699, 714-717 Vietnam 243-244	WPU 4.4	<ul style="list-style-type: none"> • Vichy Government • Japanese Occupation of Vietnam • Potsdam Conference • Japanese surrender in Vietnam
World War II	Students will explain the relationship between Ho Chi Minh and the United States including the events and agreements between Ho Chi Minh and the Office for Strategic Services (OSS).	SS.A.3.4.6	Vietnam 180-187, 190-194		<ul style="list-style-type: none"> • Office for Strategic Service • Deer Team • LTC Peter Dewey • Viet Minh
<div style="display: flex; justify-content: space-between;"> <div> <p>Vietnam: Vietnam: A History Part 2: Perspectives on the Past, 1902, 1997 People and Nations, 1990</p> </div> <div> <p>ISL - Interactive Slide Lecture SKB - Skill Builder WPU - Writing For Understanding</p> </div> <div> <p>RG - Response Group EE - Experiential Exercise PSG/W - Problem Solving Group Work</p> </div> </div>					

HISTORY of the VIETNAM WAR CURRICULUM GUIDE

Content Strata	District Performance Standard	State Standard	Correlation to Textbook Chapter	Teaching Strategies Correlation to History Alive!	Teaching Points
World War III	Students will describe the events which led to France reestablishing its dominance over French Indochina..	* SS.B.2.4.1	Vietnam 121-122, 124-130, 154-156		<ul style="list-style-type: none"> * United Nations * Bi-polar World * Truman Doctrine * Iron Curtain
French-Vietnamese War	Students will explain the principles of war and how each principle was violated or achieved by French or Viet Minh forces.	* SS.A.1.4.4	Vietnam 58-59, 159-175, 186-191, 196-214		<ul style="list-style-type: none"> * Clausewitz * Dien Bien Phu
French-Vietnamese War	Students will describe the role that the U.S. played during the war. Specifically what impact did the U.S. have on the political, economic, and military aspects of the war?.	* SS.A.3.4.10	Vietnam 184-187, 191-195, 212-214		<ul style="list-style-type: none"> * Eisenhower Doctrine * Domino Theory * Containment* * SEATO
French-Vietnamese War	Students will analyze the 1954 Geneva Conference. Specifically, the terms of the conference and violations of the terms. Furthermore, what role did the United States play in post-conference activity in Vietnam.	* SS.A.3.4.10	Vietnam 229, 233-237, 250-253		<ul style="list-style-type: none"> * 1956 Elections * Bao Dai's abdication * Diem's referendum * Involvement of Communist China
Interim French-Vietnamese and American-Vietnamese Wars	Students will describe the formation, administration and overthrow of the Bao Dai and Diem governments.	* SS.A.3.4.10	Vietnam 217-218, 230, 231, 238-239, 283, 293-327, 339-341, 343, 352-354		<ul style="list-style-type: none"> * Central Intelligence Agency * Lucien Conein * Henry Cabot Lodge * Buddhist protests * Kennedy Assassination
<div> <div> Vietnam: Vietnam: A History Past: Perspectives on the Past 1992, 1997 </div> <div> ISL - Interactive Slide Lecture SKB - Skill Builder </div> <div> RG - Response Group EE - Experiential Exercise </div> </div>					

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Vietnam: [Vietnam: A History](#)

Past: Perspectives on the Past 1992, 1997

ISL - Interactive Slide Lecture

SKB - Skill Builder

RG - Response Group

EE - Experiential Exercise

HISTORY of the VIETNAM WAR CURRICULUM GUIDE

Content Strata	District Performance Standard	State Standard	Correlation to Textbook Chapter	Teaching Strategies Correlation to History Alive!	Teaching Points
American-Vietnamese War	Students will explain the Selective Service System and its impact on the American public. Students will describe the changes which were implemented during the Vietnam War	* SS.A.5.4.6	People 796-798, 852-853 Past 777-781	SKB 3.2 WFU 3.4 PSG 3.3	* The Draft * The Lottery * Anti-War Movement * Kent State
American-Vietnamese War	Students will analyze the military and political objectives of North Vietnam's 1968 Tet Offensive and the impact that the offensive had on the American public, the Johnson Administration, and the South Vietnamese Government.	* SS.A.5.4.6	Vietnam 527, 536, 538-558, 564 People 796-798, 852-853 Past 777-781	WFU 2.3	* 1968 Tet Offensive * Battle of Khe Sanh * 1968 Chicago Convention * 1968 National Elections * Nixon's Honor With Peace * My Lai
American-Vietnamese War	Students will analyze the terms of the 1973 Paris Peace Accords and the effect of violations by signatories.	* SS.A.5.4.6	Vietnam 550, 612, 638-671		* Henry Kissinger * Paris Peace Accords * Vietnamization * Operation Homecoming
American-Vietnamese War	Students will describe the final victory of North Vietnamese forces and its impact on South Vietnamese and American interests	* SS.A.5.4.6 * SS.B.2.4.2	Vietnam 9-59, 651-655, 673-682		* War Powers Act * 1973 Assault * Evacuation of Saigon * Vietnamese Refugees
Post American-Vietnamese War to Present	Students will describe the mission and purpose of Joint Task Force - Full Accounting.	* SS.A.5.4.6	People 798, 852-853 Past 777-781	WFU 3.1 PSG 3.3	* POW/MIA Issues
Post American-Vietnamese War to Present	Students will analyze "The Wall" as part of the healing process for America and the normalization of relations between the Socialist Republic of Vietnam and the United States	* SS.A.5.4.6	People 798, 852-853 Past 777-781	WFU 3.1 PSG 3.3	* The Vietnam War Memorial * Clinton Foreign Policy

Vietnam: [Vietnam: A History](#)

ISL - Interactive Slide Lecture

RG - Response Group
EE - Essential Examine

Music and the Vietnam War

Background. During the course of the semester, your students can listen to and read the lyrics of over one hundred and fifty songs and see music videos. The artists vary as much as the music. Songs can be divided into many categories. Such as anti-war, pro-government policy, veteran issues, survivor issues, healing process, etc. Regardless, the students will find this part of the course just as exciting if not more as other parts of the course. (Get use to “I’ve heard that song or my parents listen to that type of music.”) The music part of the course leads to the lesson that each student writes the lyrics to a song or verses to a poem near the end of the semester. The songs also prepare the students for subject matter discussed during the semester. You will also find out that students will come to you to let you know about songs with a Vietnam War or general war theme that you don’t have. When this happens, ask the student to record the song. What ever you do, always listen to the song before you play it for your class. Share the new songs with everyone teaching this course.

When Do You Play A Song? The number of songs, when you play songs and how many you play at one time depends upon you. I allow up to ten minutes for discussion after each song. (Don’t forget to add in the song’s length in your lesson plan.) The following works for me. I do a sample of songs the first day of school by playing a few seconds of four or five to get the students use to the process. Beginning the second day of class play at least one song each period. I place the lyrics on an overhead. I don’t give the students copies of the lyrics because I want their attention focused on the music which is below the overhead.

How Do You Keep Track Of What Songs You’ve Played? Start with the listing and line through as you play. Don’t line through as you do your weekly lesson plan. You may not play the song during the week.

How Does Each Song Fit Into The Course? Each student is required to orally interpret every song played. Furthermore, there are several songs that students are required to write down their interpretation. The written interpretations are placed into the Interactive Student Notebook. When the song is finished, I tell the students to write no more than four (4) lines to answer a question about the song. I collect the notebooks and pass them out the next day for class. Another method is to assign students various songs. Give the student the lyrics and tell them that they will lead the discussion on the day their song is played.

Which Songs Do You Have The Students Write Interpretations For? It doesn’t matter. However, they should be songs that you are very comfortable with. An easy question to start

your class discussion could be, “What are the social, political, military, and economic meanings in the song?” Or, “What is the artist saying?” If possible, go on the Internet and see what others have said about the song. The record or CD jacket leaflet is a valuable tool. If you can find the artist’s web page, write him or her and ask questions. A few artists will answer your questions. Especially if you let them know about the class you are teaching. You never know until you try. (Some of the lyrics include comments that I have gotten. Have the students read the artist’s comments before playing the song.)

The following are examples of questions that can be asked for certain songs.

Charlie Daniel’s Still in Saigon. “Why is the veteran still in Saigon?”

Steve Goodman’s Ballad of Penny Evans. “What does Penny Evans say the war has just begun?”

Tom Paxton’s My Son John. “Why does John stay in his room?”

Bruce Springsteen’s Galveston Bay. “Why does Billy Sutter let Le Bin Son pass?”

10,000 Maniacs’ The Big Parade. “Why is The Wall the slowest parade they’ll ever see?”

Joe McDonald’s Welcome Home. “Why does McDonald say it’s time to welcome home those who served?”

Crosby, Stills, Nash, and Young’s Find the Cost of Freedom. “Why is the cost of freedom buried in the ground?”

Joe McDonald’s Agent Orange Song. “Why didn’t the Dad know that he was killed in Vietnam?”

Alan Parsons’ Brother Up in Heaven. “Why does someone want the brother to wait for him?”

Metallica’s One. “Would you let the soldier die?” Play the video with this song.

What Songs Can Support What Classes? Here are a few.

Joe McDonald's Feel-Like-I'm-Fixing-To-Die-Rag and Welcome Home. I use these songs on the second day of the course to show the healing process of The Vietnam War on one of the most popular anti-war singers of the 60's.

The Door's The Unknown Soldier. This song is a great lead in for a discussion on the issues around the Tomb of the Unknowns and the Vietnam Unknown.

Crosby, Stills, Nash, and Young's Ohio. The Kent State Incident. Use The Rolling Stones' Street Fighting Man which was the song played over and over again before the shootings.

Graham Nash's Oh! Camille. Use this song for an introduction into the Winter Soldier's Testimony and again when you discuss My Lai.

Pete Seeger's Last Train To Nuremberg and Terry Nelson's Ballad of William Calley. A must after your class on My Lai and the Trial of William Calley.

The Flying Burrito Brothers' My Uncle, The Byrds' Draft Morning, Phil Ochs' or Pete Seeger's Draft Dodger Rag, Dead Kennedys When You Get Drafted and Alice Cooper's I'm Eighteen go great as a prelude discussion about avoiding the draft.

Billy Joel's Goodnight Saigon and Joe McDonald's Agent Orange Song. Definitely before you have your first Veteran in the classroom.

Paper Lace's Billie Don't Be A Hero. When you discuss notification of next of kin and the "Letter from the Government." Support with actual letters written to families from the Vietnam War era.

Scott McKenzie's San Francisco (Flowers In Your Hair) and Merle Haggard's Okie From Muskogee. Best songs to use in order to show the division in America. Play Haggard first. His line "like the hippies out in San Francisco do" is a lead in for McKenzie's "they'll be a love in there".

Autry Inman's Ballad of Two Brothers and Charlie Daniels' Still in Saigon show the division within a single family.

Bruce Springsteen's Born In The USA. Character goes into the Army instead of going to jail. The song talks about the problems he has upon his return. It was a common practice for military recruiters to be in the back of courtrooms so the judge could offer the defendant another course of action – the military. Follow with John Denver's Readjustment Blues. Denver character sees how America changed while he was across the sea. Play Barry Sadler's Salute to the Nurses and Joe McDonald's The Girl Next Door (The Combat Nurse) to show the impact the war had on females.

Chicago's Dialogue Parts I and II. A conversation between two college students. One thinks that everyone should get involved in what's going on in our country. The other is blind to what is going on and feels that everything is fine.

Mountain's Flowers of Evil and John Prine's Sam Stone. Both songs deal with drug abuse and Vietnam.

Jimmy Cliff's Vietnam and Paul Simon's Mother and Child Reunion. Both songs deal with the loss of a good friend in Vietnam.

Graham Nash's The Wall. Graham wrote and performed this song at The Wall on Veteran's Day – 1999. A must before your class goes to The Moving Wall along with 10,000 Maniacs' The Big Parade.

Patti Smith's Gung Ho. Use when you study Ho Chi Minh. The song is a poem dedicated to Uncle Ho.

VH1's Music of the 70's. Watch this before you start teaching the class. Use what you feel comfortable with.

What Was Tampa Reading About Vietnam in 1968?

Purpose: This class will present to the students “what was being reported to the Tampa community in 1968. Specifically, the first of February, March, April, May, June and July. Students will read the exact articles and present back to the class an evening broadcast on the articles.

Implementation:

- a. Divide the class into six groups and select group leaders.
- b. Identify each group with one of the following dates: 1 February 1968, 1 March 1968, 1 April 1968, 1 May 1968, 1 June 1968 or 1 July 1968.
- c. Have students read the articles for each group date.
- d. Group leads will assign article to student reporters.
- e. Sequentially present the news broadcasts allowing each group no more than fifteen minutes per presentation.

Group – Friday, 1 March 1968

Articles:

- a. US Jets Hit Targets in Hanoi Area Again
- b. ROTC Proposed for USF
- c. Governors Balk At Call Up of National Guard
- d. 470 More Americans Died in Vietnam Last Week
- e. McNamara Stuck for Solutions Before Ceremony
- f. Reds Lively After Dar in Key Pleiku Area
- g. (Political Cartoon) “One Thing I Can’t Stand is a Draft Dodger”
- h. “Milk Run” Into Khe Sanh Ride Into Sheer Terror
- i. Floridian In Vietnam Deplores Strikes (Personal Letter)

Group – Wednesday, 1 May 1968

Articles:

- a. 4 Savage Battles Erupt Near DMZ
- b. U.S. confirms Red Massacred 1,000 at Hue
- c. Ball Predicts Eventual Peace With North Visit
- d. Is It Wrong To Support America in Vietnam (Letter)
- e. (Editorial) For the First Time Doves Match Popularity of Vietnam Hawks.
- f. Home From Vietnam.....To Eternal Rest
- g. Yale Chaplain Facing Draft Charge Rehired
- h. Americans, South Vietnamese Tighten Viet Valley Squeeze
- i. North Viet Adds May Day Slogan
- j. Service Men Killed

Group – Monday, 1 July 1968

Articles:

- a. Allies Seize Cong Arsenal
- b. N. Viet Peace Talk Advisor Confers with Russ Leader
- c. \$10 Billion cut Possible in Pentagon “Fat”
- d. Viet Cong Can’t Close Pat Smith’s Hospital
- e. North Vietnam Tells Plans to Intensify War

Introduction Writing Exercise

(Harbrace College Handbook – 1984 Printing – page 375, 76, 77)

The following student essay appears without paragraphs. Indicate where the essay might be divided into paragraphs.

The faded yellow 5 x 8-inch card, taped at the head of the plain pine coffin, read: "Ronnie A Ward. 5106-573, died from wounds received during an armed conflict with enemy, September 14, 1967, Republic of Vietnam." Ronnie had now given all of himself. Ronnie A. Ward, born July 10, 1949, Wichita, Kansas, was the first of four children. Most people considered Ronnie as being short for a boy. At eighteen he was only 5'5" tall and weighed 110 pounds, but what he lacked in height, Ronnie made up for with his warm smile, soft voice and patience and understanding. He had brown eyes and short brown hair that complemented his fair skin. The first time I met Ronnie was in 1957, in grade school. Even then Ronnie was different from most kids his age. Ronnie would be playing with the kids in the neighborhood, and his mother would call him home to help with the housework or to watch his sisters and brothers. Ronnie never complained about having to help at home. He was twelve when his father died of Hodgkin's disease. Without being told or asked, Ronnie assumed the task of "man of the house." He helped by taking care of the house and by watching the younger kids in the evening, while his mother worked. When Ronnie was sixteen, he quit school and took on a full-time job because his mother's health was poor and she could no longer work. Ronnie enjoyed school and was active in sports and dramatics, but gave these up knowing the family needed his help. He thought first about the family's needs before his own. On payday, Ronnie always managed to bring home some small gift for his sister and brother to make their life a little more comfortable. When Ronnie turned eighteen, he decided to enlist in the Army, hoping to make more money in the service to send home for the family. I saw Ronnie two days before I left home myself to join the Army. The next time I saw Ronnie was August 1967, Quang Tri, South Vietnam. Ronnie had been attached to the unit I was in. It was good to have a long-time friend in the same outfit. We talked often of the good times we had together during our early years in Wichita. Ronnie hadn't changed, still quiet-spoken, friendly and considerate to all. With a smile on his face he was usually doing something for someone else, without asking or wanting anything in return. That was Ronnie's way for as long as I had known him. September 14, 1967 started out like any other day. Our unit had been on many "weep and destroy" missions in the past. When word was given that today's mission was to advance on a village in Quang Tri Province, suspected of being a Viet Cong stronghold, everything seemed superficially routine. On the outskirts of the village our unit stopped its advance to wait for nightfall. As Ronnie and I lay in the hot and humid stench of rot and decay in the woven wall-like underbrush of the jungle, we talked of home. Ronnie said he was going to send his mother some extra money this month, because his sister needed braces. He was worried that his sister's good looks would be spoiled if she did not get braces. At dusk our unit entered the village and started a hut-to-hut search for the Viet Cong, Ronnie entered one in which he heard a baby crying. He saw the half-naked baby laying in a homemade cradle, picked it up, and headed for the door, unaware that the cradle was a

booby trap. I saw Ronnie standing in the doorway of the hut holding the baby in his arms when the booby trap exploded. Ronnie was blown out of the hut with the baby still in his arms and held tight to his chest. His left arm was blown off at the shoulder from the explosion. Blood was pouring across his face as I ran to him. He looked up at me with a half-frightened and sad look on his face. He didn't ask "Am I going to die?" Ronnie didn't complain about the pain either; instead he asked in a shallow soft voice, "Is the baby all right? Is the baby alive?" I picked up the still crying baby and held it out for Ronnie to see. Ronnie didn't say anything. He just smiled, reached for the baby, then died. All his life, Ronnie gave what he could of himself to other, and in the end, he gave more than most. Ronnie gave his life.

Nicholas J. Weber

***TEACHING TEENAGERS TO WRITE:
WHEN THEORY MEETS REAL***

Tributes to Heroes:

How To Make A Difference In People's Lives



Developed by the
Education Subcommittee of the
Public Affairs Committee
July 2001

ORAL HISTORY

BOOK PROJECT

ORAL HISTORY BOOK PROJECT

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VIETNAM: AN OVERVIEW

What follows is an outlined account of the Vietnam “situation.” This is not information you will be tested upon; instead, it is information to help you understand Vietnam and what it meant to the United States and, in particular, to you.

I HISTORY OF VIETNAM

A. Geneva Conference—1954

1. Temporary division along the 17th southern parallel splitting country into North and South Vietnam.
2. Called for a national election in 1956 for the Vietnamese people to select leaders.

B. Actual Results of the Geneva Conference

1. North Vietnam and South Vietnam could not agree on how to run the election. ICC was to run the election. President Diem of South Vietnam refused to allow the election to take place.
2. In 1957, Communists began their invasions. North Vietnam commits to support the war against Diem government.

II DIVISIONS/LABELS (*See Map*)

A. North Vietnamese -Communists (North Vietnamese Army)

B. Vietnamese Communist – Viet Cong – North Vietnamese supporters fighting from bases in the South.

C. South Vietnamese -non-Communist (our side)

D. ARVN -Army of the Republic of Vietnam (our side)

E. Allies

1. North Vietnam

- a. China
- b. Soviet Union
- c. Cuba

2. South Vietnam

- a. Australia
- b. New Zealand
- c. The Philippines
- d. South Korea
- d. ***United States***

III **WHY THE UNITED STATES WAS IN VIETNAM**

- A. President Harry Truman's policy: The U.S. would help containment for any nation threatened by Communists. This policy was followed by all succeeding Presidents and continues today.
- B. U.S.'s in increased role

IV. **THE TIMELINE**

- A. **1950:** China and the U.S.S.R. recognize Ho Chi Minh as Vietnam's leader.
The U.S. and Britain recognize Bao Dai as Vietnam's leader.
President Truman commits \$15 million to the French war effort in Indochina.
- B **1954:** French forces are defeated.
Geneva Conference calls for temporary division of Vietnam to relieve hostilities and elections in two years to unify country.
U.S. commits \$100 million in aid to South Vietnamese government.
Refugees flee from North to South Vietnam aided by U.S. Navy.
Bao Dai selects Ngo Dinh Diem as Prime Minister of South Vietnam.
- C. **1955:** U.S. agrees to train South Vietnamese army
Diem, backed by the U.S., refuses to participate in elections called for in Geneva Agreements.
- D. **1959:** Two U.S. military advisors killed in Vietnam by guerrillas.
- E. **1960:** South Vietnamese leaders voice opposition to Diem's repressive government.
National Liberation Front created.
- F. **1961:** Vice-President Johnson visits South Vietnam, urges President Kennedy to increase aid for Diem's fight against North Vietnamese Communists.
President Kennedy sends first Green Beret advisors to Vietnam.
- G. **1962:** American Military Assistance Command established in Vietnam; 12,000 advisors in country.
- H. **1963:** Buddhists stage traditional protest of self-immolation for peace, which focuses world attention on the region.
President Ngo Dinh Diem killed by his own generals in a military coup.
President Kennedy assassinated in Dallas.
- I. **1964:** Incidents involving U.S. destroyers *Maddox* and *Turner Joy* in the Tonkin Gulf prompts passage of Tonkin Gulf resolution by Congress.
U.S. bombs North Vietnam for the first time.
December 31, 1964 -- U. S. military personnel in Vietnam 23,30
Killed in action 267
Wounded in action 1,534

J.	1965: First American combat troops arrive in Vietnam. Sustained bombing of North Vietnam begins. December 31, 1965 -- U.S. military personnel in Vietnam	184,300
	Killed in action	1,636
	Wounded in action	7,645
K.	1966: American bombings escalates in North Vietnam. December 31, 1966 -- U.S. military personnel in Vietnam	385,380
	Killed in action	6,644
	Wounded in action	37,738
L.	1967: Nguyen wins election as president of South Vietnam North Vietnam vows to negotiate for peace once US stops bombing December 31, 1967 -- U.S. military in Vietnam	485,600
	Killed in action	16,021
	Wounded in action	99,762
M.	1968: North Vietnamese and Vietcong troops launch Tet Offensive. General Westmoreland requests 206,000 additional troops. President Johnson announces intention not to run for re-election. Martin Luther King, Jr, is assassinated in Memphis. Robert F. Kennedy is assassinated in Los Angeles. Antiwar demonstrations and police riots mark the Democratic National Convention in Chicago. Paris Peace Conference begins. December 31, 1968 -- U.S. military personnel in Vietnam	536,100
	Killed in action	30,610
	Wounded in action	192,850
N.	1969: President Nixon begins secret bombing of alleged NVA camps in Cambodia. My Lai Massacre, which took place in 1968, is revealed. One-half million people march on Washington, D.C. to protest the war. Nixon begins "phased withdrawal" of troops from Vietnam (Vietnamization Policy) December 31, 1969 -- U.S. military personnel in Vietnam	475,200
	Killed in action	40,024
	Wounded in action	262,796
O.	1970: U.S. and South Vietnamese troops invade Cambodia, provoking nationwide protests. Four students killed by National Guardsmen in antiwar demonstrations at Kent State University. December 31, 1970 -- U.S. military personnel in Vietnam	334,600
	Killed in action	44,245
	Wounded in action	293,439
P.	1971: Lt. Calley convicted of premeditated murder of South Vietnamese civilians at MyLai. The "Pentagon Papers," a secret history of U.S. involvement in Vietnam, is	

made public by Daniel Ellsberg; publication of papers in *The New York Times* is supported by a Supreme Court decision.

December 31, 1971 -- U.S. military personnel in Vietnam	156,800
Killed in action	45,626
Wounded in action	302,375

- Q. **1972:** President Nixon orders intensive bombing of North Vietnam as peace talks fail.
 - R. **1973:** Cease-fire agreements signed in Paris.
Draft in U.S. is ended.
Last American troops leave Vietnam.
American prisoners of war released, supposedly.
War Powers Act is passed by Congress over President Nixon's veto.
 - S. **1974:** Fighting resumes in South Vietnam.
 - T. **1975:** Last Americans (press and diplomatic personnel) are evacuated from South Vietnam.
 - U. **1976:** North and South Vietnam are united into one country, the Socialist Republic of Vietnam.
- 1977:** President Jimmy Carter grants amnesty to most of the 10,000 Vietnam war draft resisters one day after his inauguration.

V **THE RESULTS**

- A. United States' Total War Casualties:
 - 1. Killed/Missing in action 58,132
 - 2. Wounded in action 303,704
- B. South Vietnamese's Total War Casualties:
 - 1. Killed/Missing in action Over 1 million
- C. North Vietnamese's Total War Casualties:
 - 1. Killed/Missing in action 500,000 to 1 million
- D. Financial Costs - The U.S. spent over \$150 billion.
- E. Effects:
 - 1. South Vietnam
 - a. Over 10 million homeless refugees (boat people)
 - b. Near destruction of the entire landscape due to bombings and chemical sprayings
 - 2. North Vietnam
 - a. Industrial and transportation systems were virtually destroyed
 - 3. United States
 - a. Split the attitudes of the American people
 - b. Contributed heavily to a mistrust of the U.S. government

VI **TODAY**

A. Vietnam

1. Rebuilding, trying to gradually establish improved diplomatic, economic, and social relations with the U.S.
2. A diversified country -peasantry remains quite abundant, yet prosperous cities are emerging

B. United States

1. A “more questioning” America
2. A greater appreciation for our Vietnam veterans

VII **UNANSWERED QUESTIONS**

- A. When will the U.S. receive information or remains of our Prisoners of War (POW's)?
- B. Should the U.S. have been involved in Vietnam?
- C. Should we willingly accept Vietnamese people into our country and treat them as equals?
- D. Should the U.S. become involved in establishing diplomatic, economic, and social relations with Vietnam?
- E. Did the U.S. win or lose the war?
- F. Did the press ruin the U.S.'s chances of completing the war successfully?
- G. What has the U.S. learned from the war?

VIII **KEY PLAYERS IN THE WAR**

- A. **General William Westmoreland** -Commander of the United States forces in Vietnam from 1965 to 1968. He was a target for criticism of unsuccessful U.S. military strategy because he recommended substantial buildup of U.S. troop support in Vietnam and was accused of falsifying reports to President Johnson for the purpose of justifying requests for additional overseas forces.
- B. **Ho Chi Minh** -President of North Vietnam from 1945 to 1969. Founder of the Indochinese Communist Party, he proclaimed Vietnam's independence from resistance to U.S. forces and was recognized as the leader of Vietnam by China France in 1945, leading to war until the French defeat in 1954. He led the resistance to U.S. forces and was recognized as the leader of Vietnam by China and the U.S.S.R.
- C. **Vietminh** -This was a nationalist movement composed of a cross section of the population from peasants to soldiers; it was organized by Ho Chi Minh in 1941 to resist foreign invaders.
- D. **Bao Dai** -He was the emperor of Vietnam from 1925 to 1945 until going into exile after abdication of throne to communists. He was picked by the French in 1949 to head the government they had created to rival the Vietminh, but he was ousted in 1955.
- E. **Ngo Dinh Diem** -He was installed by the U.S. as leader of South Vietnam and remained in power from 1954 to 1963. His regime was considered repressive and corrupt. His influence was a key reason for refusing to hold elections or adopt other reforms. In November 1963, he was assassinated by his own generals.
- F. **Robert S. McNamara** -He was a brilliant man who served as the secretary of defense for Presidents Kennedy and Johnson. He originally believed that the fight against communism in Asia was worth the sacrifice of American lives, but he eventually came to believe that the war was unwinnable. Outnumbered by those who wanted to continue fighting, he left the Johnson administration and his involvement in Vietnam. In 1995, he wrote a controversial, yet revealing, book entitled *In Retrospect: The Tragedies and Lessons of Vietnam* that

explained his role in determining the U.S.'s policy in Vietnam. In hindsight, he believes we should have withdrawn from Vietnam in late 1963 or early 1964. (See handout)

KEY PLACES/EVENTS IN THE WAR

- A. ***Tonkin Gulf Resolution*** -- In August 1964, President Johnson claimed that the U.S. Navy destroyer *Maddox* was fired on by North Vietnamese boats as it patrolled the Tonkin Gulf. The incident gave President Johnson the opportunity to gain support for his policies in Southeast Asia; he submitted, and Congress approved, a resolution giving the President broad powers to deploy U.S. forces in Vietnam as he saw fit.
- B. ***My Lai*** -- This was a South Vietnamese village where hundreds of civilians were killed by U.S. troops in March 1968. In 1971 Lt. William Calley was convicted of premeditated murder in connection with what came to be known as the My Lai Massacre.
- C. ***Ho Chi Minh Trail*** -- This was the name given to overland supply routes from North to South Vietnam. The "trail" was 250 miles long, ran through Laos and included roads, paths, streams, and rivers down which supplies could be moved.
- D. ***Tet Offensive*** -- This was a carefully coordinated, surprise attack launched on January 31, 1968, by 70,000 North Vietnamese and Vietcong major South Vietnamese city and town. Violating a truce agreed to in honor of the lunar new year--called *Tet*— it shifted the war from rural towns. Official reports that the enemies' well-laid plans went television images of destruction and death, alarming many and serving to weaken the faith in government reports on the war.
- E. ***Khe Sanh*** -- It was the site of the U.S. military outpost on South Vietnam's northern border; it was under siege for over two months during the Tet Offensive, making it the longest American-fought battle of the war.

X OTHER TOPICS FOR DISCUSSION

- | | | |
|----------------------|-----------------------|------------------|
| A. Jungle Warfare | D. Jane Fonda | G. Draft |
| B. Tunnels | E. Tours of Duty | H. Deferments |
| C. Animals/Snakes | F. Chemical Agents | I. CO's |
| J. Myths/Legends | | |

*EXCERPTS TAKEN FROM ROBERT McMAMARA'S BOOK
In Retrospect: The Tragedy and Lesson*

I. There were eleven major causes for our disaster in Vietnam:

1. *We misjudged the geopolitical intentions of our adversaries and we exaggerated the dangers to the United States of their actions.*
2. *We viewed the people and leaders of South Vietnam in terms of our own experience. They were not as “thirsty” for independence as we had believed.*
3. *We underestimated the power of nationalism to motivate people to light and die for their beliefs and values.*
4. *Our misjudgments of friend and foe alike reflected our profound ignorance of the history, culture, and politics of the people and the personalities and habits of their leaders.*
5. *We failed to recognize the limitations of modern, high technology military equipment in confronting unconventional, highly motivated people’s movements.*
6. *We failed to draw Congress and the American people into a full and frank discussion and debate of the pros and cons of a large-scale US. military involvement in Southeast Asia before we initiated the action.*
7. *After unanticipated events forced us off our course, we did not explain fully what was happening and why we were doing what we did. A nation’s deepest strength lies not in its military prowess but, rather, in the unity of its people. We failed to maintain it.*
8. *We did not recognize that neither our people nor our leaders are omniscient. Where our own security is not directly at stake, our judgment of what is in another people’s or country’s best interest should be put to the test of open discussion in international forums. We do not have the God-given right to shape every nation in our own image or as we choose.*
9. *We did not hold to the principle that US. military action--other than in response to direct threats to our own security—should be carried out only in conjunction with multinational forces supported fully by the international community.*
10. *We failed to recognize that in international affairs, as in other aspects of life, there may be problems for which there are not immediate solutions. At times, we may have to live with an imperfect, untidy world.*
11. *We failed to organize the top echelons of the executive branch to deal effectively with the extraordinarily complex range of political and military issues. (p. 321- 323)*

II. Two Significant Quotes

- A. *“The US. fought in Vietnam for eight years for what it believed to be good and honest reasons.” (p. 333)*
- B. *“Although we sought to do the right thing—and believed we were doing the right thing—in my judgement, hindsight proves us wrong. We overestimated the effect South Vietnam ‘s loss on the security of the West and failed to adhere to the fundamental principle that, in the final analysis, if the South Vietnamese were to be saved, they had to win the war themselves.” (p. 333)*

**VIETNAM VETERANS:
THE TUSCARAWA VALLEY'S SURVIVORS,
VOLUME V**

What we are about to embark upon is a project we will remember for the remainder of our lives. No, it will not be easy, but it will be quite rewarding. As you already know, we are writing a book-- **a book that will be published and sold**. Make no mistake: *It will be a professional publication, one continuing the historic tradition evident in Volumes I, II, III, and IV*. Obviously, the preparation for this book will be intense, but from all indications, this class is talented, highly capable, and responsible. Without my confidence in you, I can assure you we would not attempt this project. A high quality of maturity and responsibility is needed if we are to achieve the ultimate goal: the publication of this historical book. Without boosting your egos any further, I feel secure in saying I trust you, and I look forward to working with you!

This book will require you to be able to interview veterans, to be organized, to be sensitive to an emotional issue, and to be thoroughly prepared. I will be assisting you in any way possible, but remember this is a book written by *you* and organized by me. In short, your names will be forever associated with this project --my name will be in the background.

The next point to be made concerns the timetable we will follow. These dates are certainly not "etched in stone," but we will try to follow them as closely as possible:

June/July	Reading of Fallen Angels and The Things They Carried
Week of August 3	Introduce the history of Vietnam, American involvement in Vietnam/Begin preparation for the book
August 28	All letters to Vietnam veterans will be mailed
September 11	All veterans' responses to be returned
September 15	All students should be notified as to who they will be interviewing
September 17	Meeting with Vietnam veterans (7:00 p .M.)
October 30	All student interviews should be completed
January 15	All rough drafts should be entered into the computer
February 2	All second drafts should be completed
February 9	All third drafts should be completed
February 16	All completed manuscripts should be submitted to me
February 26	All third drafts will be returned to you

March 5	Each manuscript should be forwarded to each veteran for his review
March 12	Veterans should have returned manuscripts to us
March 19	Corrections should have been made and manuscripts returned to me for my second reading
March 24	Manuscripts will be returned to you for any corrections
April 6	Merging of files onto disc
April 9	My final proofreading of completed manuscript (before forwarding to Gordon Printing)
April 14	Forward manuscript to Gordon Printing
April 23	Return of manuscript from Gordon Printing for our final proofreading
April 28	All information will again be forwarded to Gordon Printing
May 4	Any additional corrections/improvements will be made
June 2	Books will be returned from publisher
June 3	Reception honoring veterans will be held--books will be presented at that time

As you can clearly see, this is a project requiring an immense amount of effort. Do not worry, however -- we will do it, and we will do it well! We will probably encounter a few "snags" along the way; however, we will work through them, ***so do not panic at any point!***

One question I am always asked is this: "Why do this in English class and not history class?" The answer should be obvious --we are interviewing, writing, rewriting, proofreading, organizing, and publishing -- all key aspects of English. Yes, there is a strong link to history, but this is how we learn --joining English and history in this case is entirely justified. In educational terms we are "integrating the curriculum."

My next point concerns the sensitivity of this entire unit and project. We are dealing with men's lives; there is a strong possibility they will be sharing information they have kept guarded for so many years. Before we proceed with our project, I want you to understand the significance of what we are doing. I expect you to conduct yourselves in an impeccable manner. From what I know of you, I am certain you will do so.

VIETNAM VETERANS: THE TUSCARAWAS
VALLEY'S SURVIVORS: VOLUME V
PREPARATION FOR WRITING THE BOOK
Week of August 3-7, 1998

Week's Schedule:

Monday, August 3	6-8 P.M.	1. Overview of Vietnam's history 2. Overview of American involvement 3. Overview of the Vietnam War
Tuesday, August 4	6-8 P.M.	1. Continuation of America's involvement in the war and its implications 2. Introduction to the literature from the war 3. Film: <i>Dear America: Letters Home from Vietnam</i>
Wednesday, August 5	6-8 P.M.	1. Presenter: Don Weber, Vietnam Veteran 2. Film: All the Unsung Heroes –if time allows
Thursday, August	6-8 P.M.	1. Panel Discussion of Vietnam Veterans featuring Jim Kinsey, Don Gerber, and Larry Clawson 2. Introduction of how to organize and write the book
Friday, August 7	6-8 P.M.	1. Review/analysis of previous publications 2. Organization of Volume V 3. Pizza and Drinks

*****IMPORTANT NOTE*****

Prior to our classes this week, students were required to have read **Fallen Angels** (Walter Dean Myers) and **The Things They Carried** (Tim O'Brien) * * *

**VIETNAM VETERANS:
THE TUSCARAWAS VALLEY'S SURVIVORS.**

SUMMARY OF WHERE TO GO NEXT

1. You now should have a solid understanding of what went on in Vietnam. Once you have chosen the veteran you will be interviewing, you should contact him to schedule an appointment. I will provide names, addresses, and phone numbers, but you are responsible for obtaining directions to his home. Feel free to invite the veteran to your home, but it may be more comfortable for him if the interview is done in his house.
2. Once the interview date and time is scheduled, you should make sure you are ready. Plan to arrive approximately five to ten minutes prior to your scheduled time. You may be more comfortable taking someone from this class (or a parent) with you, but there certainly is no obligation to do so. Please be quite cautious about taking a friend with you who is not involved in the project. The reason is you are trying to establish an atmosphere of trust and sincerity. Someone who is merely “along for the ride” may give signals that he/she is ready to get out of there. This would be an obvious interruption in the atmosphere we are trying to create. So, again, please use your discretion if you take someone with you--your sincerity and interest must be genuine. (If your scheduled interview date is approximately a week away, it would be advisable to call and confirm your appointment one-day in advance.)
3. The initial interview will generally last approximately two hours. Once completed, please inform the veteran you will be in contact with him in the near future for follow-ups, additions, questions, deletions, explanations, and proofreading.
4. Again, your professional approach is of utmost importance—you already know that.
5. Will all your veterans be extremely cooperative, jovial and willing to share information? No—like all humans, some will be friendlier than others. My advice is this: “Roll with the punches,” but maintain your professionalism!

VIETNAM VETERANS: THE TUSCARAWAS VALLEY'S SURVIVORS, VOLUME V

Student Interviews

When conducting your interview, please keep in mind the sensitivity of the topic . your professionalism is vital to the success of your story. Remember you are allowing your veteran the freedom to tell his story ***you are not asking questions one-after-another;*** however, you are to have lead-in questions designed to “bring out” responses from the veteran. Be prepared for a period of “awkwardness” .your veteran will be nervous and intimidated at the outset, not only because of the topic but also because of the tape recorder .you both will survive it, so understand this nervousness is a natural reaction.

I would like you to follow this sequence in your interview:

1. The veteran's feelings upon receiving his orders for Vietnam;
2. The veteran's feelings on the trip to Vietnam;
3. The veteran's feelings upon his arrival in Vietnam;
4. The veteran's experiences, feelings, anecdotes (war stories), lessons learned, .while in Vietnam;
5. The veteran's feelings as his tour of duty drew to an end;
6. The veteran's feelings as he departed Vietnam;
7. The veteran's feelings upon arriving home;
8. The veteran's feelings as he looks back at Vietnam--what he has learned, how he has changed,

Important Reminders

1. ***Make sure you have a tape recorder that works and you have several tapes with you. As a precaution tape record someone at home to ensure the recorder is working properly. Please*** double-check periodically during your interview to ensure your recorder is taping at an acceptable voice level. Nothing could be more embarrassing than completing your interview and then discovering you have not taped anything! ***If your recorder is battery operated, be sure to have fresh batteries and also bring an extra set with you to the interview!***
2. Number your tapes so you maintain organization;
3. At your first meeting, please request the following pictures and information:
 - A. Military picture of your veteran while in Vietnam;
 - B. A current picture of your veteran;

- C. Any additional pictures the veteran would like to display in the pictorial section of the book. It is important that a caption accompanies each picture. **Ensure your veteran all pictures will be returned completely intact!**
- D. A cursive signature written straight on *a plain white paper---no underlining!*

(The veteran does not have to have these pictures the first day, but we need to get them ASAP.)

- 4. When your veteran shows pictures, **turn off** the recorder;
- 5. Reassure your veteran he will have the opportunity to read the story on several occasions before it goes to publication;
- 6. Be sure to obtain the veteran's complete name *as he wants it printed in the book* (example: Does he want "Joseph J. Jones" or "Joseph James Jones"?);
- 7. You have until September 14 to complete your interviews; obviously, if more time is needed for follow-up interviews, that is not a problem. ***I would encourage you to get started as soon as possible!***
- 8. Please be as courteous and respectful as you have ever been in your life!
- 9. Do not record on mini-tapes--they are so hard to understand when translating.
- 10. Get list of medals earned while the veteran was in Vietnam.
GOOD LUCK!

**Oral History
Interview Questions**

- 1. Where are you from? Where did you go to high school?**
- 2. Were you drafted or did you volunteer for military service? If you volunteered, why?**
- 3. How old were you when you came on active duty?**
- 4. What year did you come on active duty?**
- 5. How did your family and friends react to you going into military service?**
- 6. What was going on in Vietnam and in this country at the time, as you recall?**
- 7. Describe your induction (where, what happened, your feelings, observations about the other recruits.)**
- 8. What did you think and feel about the Vietnamese war, the Vietnamese, Vietnam at the time when you came on active duty?**
- 9. What were you told about the reasons for the war? Who told you?**
- 10. Basic Training. Describe it for us. Did it change you in any way? Did it prepare you for Vietnam?**
- 11. What part of the military service were you in? What was your rank when you got out?**
- 12. Describe your feelings upon receiving your orders for Vietnam? What about the trip over?**
- 13. What were your first impressions of Vietnam?**
- 14. What year did you arrive in Vietnam and what was happening overall in the war?**
- 15. What unit were you assigned to? Where were you stationed and what was the area like?**
- 16. What was your job in Vietnam?**
- 17. Describe some of the conditions: food, weather, etc. What was hardest for you? What were your days like? What are some of your main memories?**
- 18. How much did you depend on mail while in Vietnam?**

- 19. What type of combat operations did you participate in? What were the operations like? Could you describe one?**
- 20. Were you aware of any atrocities committed by the Viet Cong or U.S. forces?**
- 21. What was it like for you to see the horrors of war?**
- 22. Did you lose anyone that you got close to? Could you tell us about that person and how his or her death affected you?**
- 23. Were you ever in an area sprayed by Agent Orange?**
- 24. What were your impressions of and experiences with the Vietnamese?**
- 25. What were your observations about the guys you served with in combat?**
- 26. What lessons do you think this country learned from its involvement in Vietnam?**
- 27. Have you ever been to the Vietnam Veterans Memorial in DC? What was that experience like for you?**
- 28. If you were asked to write the last sentence of a book about the U.S.' involvement in Vietnam, what would it be?**

**VIETNAM VETERANS:
THE TUSCARA WAS VALLEY'S SURVIVORS,
VOLUME V**

TYPING/PROOFREADING/EDITING GUIDELINES

Your first responsibility is to get the interview into the computer. This will require significant time on your part. Time will be allotted in class, but I encourage you to utilize your home computer or the school's computers during study hall simply because this step is quite time consuming. Simply put, you will listen to the tape and then type... ***SAVE YOUR INFORMATION ON THREE (3) DISKS TO ENSURE YOU WILL NOT LOSE THE INTERVIEW--KEEP AT LEAST ONE OF THE DISKS IN A SEPARATE CARRYING CASE; THAT WAY, IF YOU SOMEHOW LOSE ONE CASE, YOU WILL STILL HAVE A COPY!***

Once you have completed the typing of the taped interviews, you are now ready to begin the editing and revising stages. The truth is at this point you have 50% of your work completed--the next 50% will be a *major* challenge. As you will grow accustomed to hearing, if it sounds as if I am being too "picky," you are right because I am. Now is the time in this process that if you want to get mad at someone, I will probably be the one. Please keep your profanities to yourself, however, and we will get through it together.

I would like for you to follow these steps:

1. Re-read a story published in ***Volume IV***. This will enable you to see what direction you are headed, what each story will look like when completed.
2. Divide your story into various paragraphs--be sure to concentrate heavily on making accurate paragraph divisions.
3. Use the Spellcheck on the computer--be aware, however, there will be many words it will not be familiar with. Ultimately, the best "spellchecker" are your eyes and your pen--check each word with both.
4. Begin consulting your map for accurate spellings of Vietnam villages and cities -- many will be difficult because the Vietnamese villages are not always spelled as they sound.
5. Eliminate all useless phrases and expressions uttered by your veteran--"uh," "well," ..

6. Make sure the intent is clear; in short, can you understand what you have written? Does it make sense? *Do not assume a reader will understand it if you do not!*
7. Eliminate all contractions.
8. Eliminate the word “you,” and substitute appropriate third person or first person language.
9. Find appropriate substitutes for these words: *thing, a lot/a lot, some, kind of* and *stuff*.
10. Be alert to the overuse of the word *very* – if used too frequently, it becomes repetitive and monotonous.
11. All nationalities/races will be capitalized (Blacks, Whites,...).
12. Refer to attached chart for exact spellings of Stateside bases.
13. Refer to map (see map in classroom) for exact spelling of Vietnamese locations.
14. Refer to glossary for exact spellings of unusual terms; *please make a note when you encounter a term that is not already included in the glossary so that we may add it for the next volume.*
15. Do not capitalize *basic training*.
16. *Do* capitalize references to *States* or *Stateside*.
17. The names of all ships and airplanes are italicized.
18. If using the word *protesters*, be sure to use *e--not o--* prior to the *r* (*for consistency because both are correct spellings*).
19. Within each paragraph try to avoid beginning with the same word more than one time--strive for variety within your writing.

20. Also, please check the first word of each paragraph--be careful not to begin back-to-back paragraphs with the same word--strive for variety.
21. Be especially alert for correct punctuation—in particular, remember to put commas after introductory adverb clauses: also, remember to place commas after prepositional phrases of four words or longer.
22. Please remember this rule: When using quotation marks, all periods and commas go *inside* quotation marks.
23. Only *one space* will follow periods and commas
24. Indent all paragraphs--Tabs will be preset.
25. The justification will be *full*--however, Mr. Eklund will have all this ready for us.
26. My final comment concerning editing, revising, and proofreading is this:
If we do not make each manuscript perfect, our book's credibility will be severely weakened--Please do an outstanding, thorough job with these crucial steps!

**THIS PAGE
INTENTIONALLY LEFT BLANK**

TYPING: ESSENTIAL INFORMATION

This information is essential to know prior to actually beginning the typing process:

1. ***The Veteran's Name***

On the sheet I have given you, the veteran's name will be written as he wishes it published in the book. It is important that his name be typed before beginning the story. The following criteria should be applied:

ROBERT E. JONES

All letters should be capitalized and written in bold – no italics - centered

The first R in Robert should be 20 pt. font

The E should be 20 pt. font

The J in Jones should be 20 pt. font

All other letters should be 17 pt. font

No spacing between lines

2. ***The Veteran's Military Affiliation***

On the same sheet indicated in #1, the veteran's military affiliation will be written. It, too, should be typed before beginning the story. The following criteria should be applied:

U. S. MARINE CORPS

All letters should be capitalized—no bold—no italics—centered

All should be 14pt. font

*The stars can be found by hitting **Insert** and then **Symbol**-choosing the star. .*

*is a class decision—To insert the star, hit **Insert** and **Close**.*

*Hit **Enter** key twice and begin the next step.*

3. ***The Veteran's Military Status***

All this information will also be found on the sheet provided to you by the veteran. It should be italicized and typed in 11 Pt. font—No bold—centered

*Sniper Unit
First Marine Division
Third Battalion—11th Marines
Sergeant E-5
1970-1971*

Hit Enter key twice and enter stars. Insert 4 stars and then a fifth one by hitting Insert Close; center the stars, and then hit Enter key twice.

4. **Text**

All text is in 11 pt. font

Indent each paragraph by hitting the Tab key one time

*Insert 5 stars (using the same technique described previously) whenever the story is taking on a new “direction” (Suggestion: You may want to delay inserting the stars in the actual text until you get finished entering, editing, and proofreading—**strong suggestion!**)*

*Insert no stars on page bottoms; instead, move them to the top of the following page (unless extenuating circumstances exist—I will **determine that**)*

Following the story, hit Enter key twice

5. **Following the Story**

In italics type the veteran 's information concerning the following:

City where living

Family status (including names—get proper spelling)

Job status

Any other relevant information the veteran wishes to offer

Hit Enter key twice

6. **Medals Section**

Center and Bold-no italics—the word Medals—14 pt. font—only the M Is capitlized.

Medals

Hit Enter key once and return to left justification; now, hit Tab key 5 times, hit sert and close on the star, return to 11 pt. font, and then type the medals earned-no bola no italics, and no space between star and first letter of the medals earned—Place the medals in alphabetical order

Medals

* Bronze Star w/Device

*Purple Heart

*Vietnam Campaign Medal

*Vietnam Commendation Medal

7. **Other Information**

Any medal including a “device” is written as follows:

Bronze Star W/Device

Allow room for senior picture and caption

MISCELLANEOUS INFORMATION

1. Once you have done a thorough job of editing and revising, you will then choose a partner within the class, and the two of you will edit, revise, and proofread each other's story--*please do not "rubber-stamp" it!* Be critical--positively and negatively--of the work.
2. Following this peer-editing step, your job is to once again edit, revise, and proofread your own manuscript.
3. Once you have completed this step, you should then forward your manuscript to me.
4. When I have completed my editing, revising, and proofreading, I will return it to you for any corrections.
5. Now, repeat steps 2, 3, and 4.
6. At this point you will then forward your completed copy to each of your veterans--their job will be to study their manuscripts for accuracy, corrections, and deletions.
7. When you receive your manuscripts from the veterans, we will begin making final preparations--*do not be surprised if there are numerous corrections at this point—it is not unusual!*
8. Repeat steps 2,3, and 4.
9. At this point you are nearing the end--yes, we will still have to "wrap up loose ends," but you are getting quite close to the end. Before the book ultimately goes to press, you and I will once again proofread the book; if you have done your job, this task will not be overwhelming for either one of us.
10. I feel certain there will be questions during this process; please do not be afraid to stop to see me--I will gladly help you!

ONE ADDITIONAL POINT: *We will need one of your senior pictures!*

**Vietnam Veterans:
The Turscaraw AS VALLEY'S SURVIVIORS,
VOLUME V**

Decisions We Have To Make

1. *What kind of cover do we want?*
2. *Who is going to draw the cover?*
3. *What color of book do we want?*
4. *How do we want the page numbers?*
5. *Do we want to change the layout of the pages (students' names, veterans' names, graphics, horizontal lines, vertical lines,...)?*
6. *Do. we want to make any changes to "dress up" the print (dropped capitals, bold print, italics,...)?*
7. *How do we want to include pictures?*
8. *How do we want to market this book (publicity, stores,...)?*

*Remember, **this is your book--make it carry your identification—there is no obligation to make it the same as the previous volumes** (excluding size of the book)!*

SCHOOL LETTERHEAD
LETTER # 1

August 10, 1998

Mr. (Full Name)
(Address)
(City, State, Zip)

Dear Mr. (Last Name):

I am writing this letter seeking your assistance in an important project being conducted by the Advanced Placement Writing class at Dover High School. These students, under my direction, are once again writing a book, one to be published and sold in the Tuscarawas Valley (the enclosed sheets, which were given to the students, describe the project in detail). The book, titled ***Vietnam Veterans: 'The Tuscarawas Valley's Survivors, Volume V***, will require a great deal of effort, but the end result will be well worth our time.

In 1991 and again in 1992, my English Composition students at Strasburg High School originated this project. Due to the overwhelming response generated by their books, I reached the decision in 1994 and again in 1996--in my job at Dover High School--to write ***Volumes III and IV***. Because of the books' tremendous success and because of my desire to record the history of our area's Vietnam veterans, we are proceeding with ***Volume V***. I can assure you this book is done as professionally as we can make it. If you have seen a copy of any of the previous four volumes, I am confident you will agree. If you would like to see previous publications, they are available in the local libraries, *The Book Center* (Heritage Square Plaza), or by contacting me.

Because you are a Vietnam veteran, I am asking for your cooperation. I am well aware of the sensitivity of this issue, but I am also well aware many people are sincerely interested in hearing your story. To illustrate this, for the past ten years I have taught a unit on Vietnam and the literature associated with it. When I first began, I really did not know if my students would be interested. To my pleasure, I discovered they were intrigued, primarily because they knew little about it. Thus, my ideas for expanding this project have grown. The result is my class has become an "unofficial" recorder of our valley's involvement in the Vietnam Conflict.

As indicated, I am seeking your cooperation. What I am asking you to do, initially, is to let me know if you are interested in participating (by participating, I am referring to consenting to an interview). You can inform me by returning the accompanying sheet or

by calling me (see end of letter) by Monday, August 24. Once I have received your response that you *are* interested, I will be contacting you to provide further information. I should add my goal is to interview at least 20 veterans; in the previous four volumes, nearly 100 veterans have shared their stories. I should stress this point to relieve any fears you might have: ***at no point will you be asked to give any speeches!*** Being a public speaker has nothing to do with this project.

In closing, I thank you for allowing time to at least consider my request. I sincerely hope you will judge this project worthwhile and will share your story with us. I am convinced it is an excellent way for this generation to learn about the most significant event occurring in the 1960's and 1970's. I look forward to hearing from you.

Respectfully,

(Teacher's Name)

English Teacher

Phone #: Home: (Teacher's Phone #)

Home Address: (Teacher's Home Address)

Name: _____

Home Phone: _____

PLEASE RESPOND BY MARKING THE APPROPRIATE SPACES:

I BRANCH OF THE MILITARY

_____ Army

_____ Navy

_____ Marines

_____ Air Force

II CLASSIFICATION IN VIETNAM — SPECIFIC INFORMATION

_____ Special Forces _____

_____ Infantry _____

_____ Airborne _____

_____ Medical _____

_____ Transportation _____

_____ Engineering _____

_____ Other Please Explain: _____

V WHAT YEARS WERE YOU IN VIETNAM? _____

IV HOW MANY MONTHS WERE YOU IN VIETNAM? _____

VI WHAT WAS YOUR RANK IN VIETNAM? _____

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SCHOOL LETTERHEAD

LETTER #2

August 31, 1998

Mr. (Full Name)
(Address)
(City, State, Zip Code)

Mr. (Last Name):

To begin, thank you for your cooperation in our project, *Vietnam Veterans: The Tuscarawas Valley's Survivors, Volume V*. At this point we have been thoroughly prepared for our task. Our preparation has involved a ten-hour class taught during August that included summer reading, films, guest speakers, panel discussion, and lecture. I am confident when I say my students have a definite understanding and appreciation for Vietnam and the soldiers who served there.

At this time, I would like to explain exactly what procedure my students and I will be following as we begin our interviews with you. Following your reading of this letter, my hope is you will have a better understanding for what your role will be.

First, the students will have "lead-in" questions about what areas that they would like to know more; however, they will *not* be asking questions one-after-another that is not our purpose. Instead, our purpose is to allow you the freedom to tell your story; you should feel free to express yourself in any way—we would like to hear your entire story from beginning to end. We are suggesting this sequence be followed:

- A. Feelings upon receiving your orders for Vietnam;
- B. Feelings on your trip to Vietnam;
- C. Feelings upon your arrival in Vietnam;
- D. Experiences, feelings, lessons learned, anecdotes, etc., while you were in Vietnam;
- E. Feelings as your tour of duty drew to an end;
- F. Feelings as you departed Vietnam;
- G. Feelings upon arriving home;
- H. Feelings today as you look back

From our class discussions, these questions have been raised by the students, so do not be surprised if these are asked:

1. Should the U.S. have been involved in Vietnam?
2. Did the U.S. win or lose the war?
3. Should we willingly accept Vietnamese people into our country and treat them as equals?
4. Should the U.S. become involved in establishing diplomatic, economic, and social relations with Vietnam?
5. Did the press ruin the U.S.'s chances of completing the war successfully?
6. What has the U.S. learned from the war?

Second, each student will have a tape recorder with him/her so he/she may accurately record what you have said--we want no danger of misquotes. The presence of the tape recorder may be intimidating at first for both you and the interviewer, but that feeling will quickly disappear. Anticipate that the student may periodically pause to check that the tape recorder is properly working.

Third, from these tapes, each student will then transcribe your words into the computer. Following this, the lengthy process of editing, revising, and proofreading will begin for us.

Fourth, once we have finished our initial work, each student will then forward his/her story to you so you can read and verify the accuracy. Feel free to contact the student or me at any time if more recollections come to mind. We will be happy to meet with you on several occasions.

Fifth, let me answer a few questions you might have:

1. **“What do you want me to say?”**
Again, we want you to tell your story—from beginning to end believe me, interest is high in each of your stories.
2. **“About how long will the interview last?”**
That depends on you—previous students have found the initial interviews have taken between 1 1/2 to 2 1/2 hours.

3. **“What if this takes more than one interview?”**
Fine--the interviewer and you will establish an acceptable time for a follow-up interview. Anticipate that this will occur simply because you will—in all likelihood—remember stories... that you will want included
4. **“What if I swear?”**
That is fine, but when we edit we will delete the majority of “colorful” words.
5. **“Will I see the student’s final copy before it is published?”**
Yes, definitely—long before each manuscript is forwarded to the printer, you will be given a copy of the story. At that time, any corrections, additions, clarifications, or deletions will be made.
6. **“Am I going to have to pay for this book?”**
Absolutely not!
7. **“What will the book look like?”**
It will be a hardback cover with a jacket - - we are committed to making it as professional as it can be. If you have not seen any of our previous publications, they will be available for your viewing on September 14.
8. **“If someone asks me about ordering a copy, what should I tell him?”**
orders will be taken from November available about that at a later time.
9. **“What will be done with the profits?”**
Following the sale of **Volumes II, III, IV, the proceeds and I** were donated to the Veterans’ Administration Hospital at Breckville. For **Volume V**, I am in the process of applying/or grant money to help offset the nearly \$8000 cost. More on that will be forwarded at a later time.

To further inform you about the entire process and to introduce you to the student who will be interviewing you, we will be conducting a get-acquainted session on Monday, September 14, in Room 221 at Dover High School. At that time your student interviewer and you will have the opportunity to “touch base” and to determine an appropriate time for the initial interview. In addition, I will have the opportunity to meet you, to answer any questions you may have, and to share **Volumes I, II, III, and IV** with you. However, I am well aware of the difficulty in finding time in our already busy calendars, so if you are unable to attend, please contact me and I will arrange for the student to contact you.

I have one final request before I conclude. We would like to have the following pictures from you, if at all possible:

1. Military picture while in Vietnam (or any military picture of you);
2. A recent picture of you from the past year;
3. We are also planning a pictorial section for the middle of the book; thus, any pictures (and captions) you have found interesting from your time in Vietnam would be greatly appreciated. **ALL PICTURES WILL BE RETURNED COMPLETELY INTACT!**

As I close, I would like to again thank you for your participation in this project. My goal is to pay tribute to you and other veterans like you. I recognize and appreciate we are asking you to do a difficult task, one that is sensitive and personal. However, I am quite confident you will find this interview and the subsequent book to be extremely rewarding. I look forward to working with you!

Respectfully,

Michael A. Gunther
A.P. English Teacher
Phone #:

Home: (Teacher's Phone #)/School: (Phone #)

SCHOOL LETTERHEAD

LETTER # 3

May 15, 1999

Mr. (Veteran's full name)
(Address)
(City, State, Zip code)

Dear Mr. (Last name):

I would like to thank you for your participation in the writing of our book, **Vietnam Veterans: The Tuscarawas Valley's Survivors, Volume V**. At this point, the completed manuscript is at printers, and our work has been completed. The public response to this project has been excellent; at this time, nearly 175 orders have been placed as interest continues to grow.

To complete our project, we would like to invite you, your family, and your friends to a dessert smorgasbord and presentation ceremony to be held in the Dover High School cafeteria on *Thursday, June 3*, beginning at 6:15 P.M. This reception will be for our class members, their families, the veterans, and their families. At approximately 7:00, a ceremony will begin in the high school auditorium. At this time each student will be presenting his veteran with his book. We would sincerely appreciate your participation in this get-together. There is no need for you to dress up (suit, tie ...) nor is there a need to bring food or table setting. Although you are not required to RSVP, I would appreciate if you could, to assist us in our planning.

In addition, I would like to point out that because of the impressive response to this project, I am anticipating publishing a Volume Vi edition in 2001. If you could provide me the names of other Vietnam veterans, you would be assisting me in getting started.

On another matter, each veteran will be receiving a *free* copy of the book; however, if you would like to purchase additional copies for family members or friends, they will be available for \$20 – I would recommend your reserving those additional copies with me prior to June 3, the evening

of the reception. In addition, copies will also be available at *The Book Center* in Heritage Square: however, their store managers will determine their cost. My suggestion is if you are interested in reserving additional copies, please contact me, and I will present the additional copies to you on June 3. (All checks should be made payable to Dover High School.)

As I indicated in my first letter to you, there are many people interested in reading your story -- the large number of orders certainly reflects that interest. Again, I thank you for allowing my students to tell your story--it has been greatly appreciated. My hope is you will find the book to be worthy of your effort. I look forward to seeing you on June 3!

Respectfully,

(Teacher's Name)

A.P. Language and Composition Teacher

*One Additional Note: The Cable-2 Morning Show will be airing three separate segments on Monday, May 17. The first will run between 6:30 - 6:45 A.M.; and the third will run between 8:30-8:45 A.M. My suggestion is to set your VCR from 6:30 – 9:00 A.M. – that way you will be sure to tape all three segments!

RSVP Form

Name_____

_____ Yes, I will be able to attend

Including me, there will be _____ people attending

_____ No, I will not be able to attend—(if you are unable to attend, we respectfully request a family member or friend be on hand to accept on your behalf)

_____ I am unsure at this time

If you would prefer to let me know by phone rather than returning this form, please call me at one of the following numbers:

Day: (school phone #) (--leave message with the secretary)

Evening: (Teacher's home phone #)

SCHOOL LETTERHEAD

LETTER # 4

May22, 1999

Mr. (Superintendents Name), Superintendent
(School District's Name)
(Address)
(City, State, Zip code)

Dear Mr. (Superintendents Last Name),

On behalf of the Dover High School Advanced Placement and Composition class, I would like to extend our invitation to you and your family for our Vietnam Veteran's Appreciation Banquet on Thursday, June 3. This celebration will be divided into two segments.

The first activity will be a dessert smorgasbord in the cafeteria that will run from 6:15 until 7:00 P.M. Coffee, cold drinks, and desserts will be available at that time. *There is no need to bring anything* – table service will be provided. Feel free to begin your evening with dessert! (Dress is casual.)

The second evening activity begins at 7:05 in the auditorium and will last until approximately 8:00 P.M. During this time we will be presenting our books—containing the oral histories of their Vietnam involvement—to each of the Vietnam veterans. This ceremony serves as the culmination of an extensive project, the writing *of Vietnam Veterans: The Tuscarawas Valley's Survivors, Volume V.*

This Advanced Placement class has been an exceptional an exceptional group of students, ones who have been willing to go beyond the norm and succeed at a level few high school students ever achieve. As a result, this banquet has been designed to also pay tribute to these talented writers. Because of your long-time devotion to making our students feel appreciated, we welcome you to our special occasion honoring the Vietnam veterans and our students. We look forward to your attendance!

Respectfully,

Michael A. Gunther
Advanced Placement Language and Composition Teacher

INVITATION LIST
VIETNAM VETERANS'
APPRECIATION BANQUET

Mr. F. William Zanders, Superintendent
Mr. Donald Marshall, Administrative Assistant
Dr. Mona Fair, Director of Curriculum
Mr. Frederick Delphia, Principal
Mr. Doug Baker, Assistant Principal
Mrs. Carolyn Majestic, Board of Education Member
Mr. Bret Kettlewell, Board of Education Member
Mr. Kevin Redinger, Board of Education Member
Mr. Steve Mastin, Board of Education Member
Mr. Douglas Peterman, Board of Education Member
Mr. Jeff Eklund, Technology Coordinator
Nate Tharp, Technology Assistant
Cristalle Lowery, Artist
Philista Mills, Singer of National Anthem

**VIETNAM VETERANS:
THE TUSCARAWAS VALLEY'S
SURVIVORS,
VOLUME V**

This book is the *fifth* in the series written by the Dover High School Advanced Placement Language and Composition Class paying tribute to Tuscarawas Count's Vietnam veterans. It, along with four volumes, has become a treasured collection of the oral histories of the men who served our country during the Vietnam War.

This not-for-profit project is designed to accomplish one goal: *Pay tribute to our veterans*. We are proud to present this book to our community!

COST: **\$25.00** (Important to Know: Any proceeds earned will be forwarded to the Veterans' Administration Hospital in Brecksville, Ohio!)

WE THANK YOU FOR YOUR SUPPORT!

The Advanced Placement Language and Composition Class—Dover High School

Michael Gunther, Teacher

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SCHOOL LETTERHEAD
LETTER TO VETERAN ABOUT THEIR BOOK

February 23, 1998

Dear Mr. Andreas,

What you are about to read is a letter that holds the potential for one of the most rewarding individual tasks you have ever performed. It is a means for you to show respect to an individual who has influenced your life and assisted you in ways you have seldom acknowledged. What you are being asked to do requires a commitment on your part, but believe me, it will be a commitment you will welcome, rather than dread.

Has your interest been piqued yet? If so, please read further for a detailed explanation of what is being asked of you. The *Advanced Placement Language and Composition* class at Dover High School, of which I am the instructor, is in the process of writing a book, one that will pay tribute to educators or those individuals who have significantly impacted our lives. What we are doing is providing a written forum for you to say thank you to a person who has made a strong impact on your life. As we find our direction in life, there are those people we encounter whom we greatly admire, maybe because they paid attention to us or encouraged us. The sad part is those individuals are so often overlooked because as we get older we tend to forget our upbringing. If you are at all like me, I can truthfully say I have wanted to say thank you many times, but I have rarely taken the time to sit down and do it. *Now is that time!* My reasons for becoming a teacher are numerous, but the most prevalent reason is because I had a role model, someone who made me realize the importance of being a teacher--it was an unspoken message, yet it was something I have never forgotten. I want to say thanks, and I want that person to know just how significant she was in my development. I want you to do the same.

As you have been reading, my hope is the "wheels are spinning," and certain names and faces are appearing. The goal of this book is to pay tribute to educators, but I am well aware that there are many who have been heavily influenced by those who were not classroom "teachers"--perhaps they were influenced by a neighbor, a relative, or someone dear to them. Regardless of who our influences were, we want to pay tribute to those people in a way that publicly and professionally recognizes their role in our lives. Certainly, my students and I view this as a unique project, one seldom, if ever, done by high school writers. However, based on my experience in organizing the four volumes of *Vietnam Veterans: The Tuscarawas Valley's Survivors* that have been written by my students, I am quite confident we will produce a polished, professional publication. Our wish is you will choose to participate.

Assuming your interest continues to be present, let me provide answers for a few questions that you may have:

1. ***How did I get chosen?***

You are one of approximately 110 individuals chosen by my students to reflect a cross-section of our community. This cross-section includes the following: clergy, health management personnel, business representatives, educators, administrators, school board members, retired educators, retirees, community leaders, parents, and both former and current students.

2. ***What do I have to do?***

We would like for you to write a tribute about this person explaining exactly how he or she has influenced you. You have the freedom to voice your appreciation any way you choose, perhaps by relating specific incidences, favorite sayings you have treasured, lessons you have learned, memories you have retained.... Once you have completed your writing, you will then forward it to me at Dover High School. Length is to be determined by you—we have sufficient space to accommodate any length of writing.

3. ***Will my writing be published as is or will there be editorial revisions?***

My students' task in this project is to serve as editors. This means we will be reading the information; making spelling, punctuation, and other grammatical corrections; and correcting any problems that we detect. In essence, our job is to perfect whatever we read, making it ready for publication. In most cases our corrections may be slight or even nonexistent while in others we may be required to do more.

4. ***If editorial revisions are made, will I get to see them to ensure the message I am trying to relay is clear?***

Definitely! Any significant changes—chances are slim that this will occur—that are made will be clarified with you prior to publication.

5. ***Once I submit my writing to you, what will happen next?***

At this point, our main work kicks in. We will then organize all writings, type them into the computers, edit, revise, and proof read. Yes, it is a time-consuming project, but it is also one that is deserving of as much attention as we can possibly provide. Believe me, this book will be something you will treasure as well as the person (and his or her family) you are honoring. Our goal is to produce a professional publication, one that will increase in value as time advances.

6. ***Will I have to pay for a copy of the book?***

Unfortunately, the answer to this question is yes—if you choose to purchase a copy, which we sincerely hope you do. Because we are operating on a “shoestring budget,” we are unable to provide copies free of charge to those writers participating in our project. Although publication costs cannot be determined until we are certain as to how many pages our book will include, our goal is to keep the cost as near to \$15 as we possibly can. More on that information will be provided once the book goes to publication.

7. ***When will the book be published?***

Our goal is to have the book published during May, thus being completed prior to my students' graduation. Because of budget restrictions, this book will not be hardback as our Vietnam publications have been. If however, this book is as successful as we envision, this will become an every-other-year project; thus, our goal is to make it as professional as we possibly can.

8. ***What is the timeframe for my returning this tribute to you?***

We would like to have all tributes returned to us no later than March 20, 1998. This will allow us sufficient time to complete all our work before forwarding the information to the publishers.

Like any deadline, however, the sooner the information is returned, the more it will benefit us. In short, please submit the information any time prior to March 20.

9. ***Whom can I talk to if I have questions?***

I am the contact person. I may be contacted at one of two phone numbers:

School: (teacher's school phone number)

Home: (teacher's home phone number)

In addition, I may be contacted by mail at one of two addresses:

School. (School Name)

(School address)

(City, State, Zip Code)

Home: (Teacher's home address)

Also, I may be reached at the following e-mail address:

(Teacher's e-mail address)

As I close this letter to you, let me first thank you for allowing the time to read this lengthy letter. The significance of this project and the importance of your participation are paramount to making it a successful learning experience. Our hope is you will eagerly agree to participate and you, too, will recognize the value of this book. With your cooperation, we are confident our first volume of tributes will be a welcome success, one an entire community will be proud of and one you will be especially proud to be a part!

Respectfully,

Teacher's Name

Advanced Placement Language and Composition Teacher

ADDITIONAL EDUCATION PROJECTS

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As a Vietnam Veterans of America Chapter or State Council there are other ways as a veterans service organization that you can have a strong influence in education at the local and state level. In this section we are going to discuss various educational areas in which you can become a strong advocate of education regarding the Vietnam War and other patriotic projects which will have a strong educational experience.

TEXTBOOK REVIEW

Just about every state has a textbook review committee to review textbooks for adoption in the state education catalog of acceptable textbooks for use at the local school district level. Most states have a committee of several educators from throughout the state and at least one or two lay citizens appointed by the State Commissioner of Education. It is their responsibility to review all textbooks submitted by publishers and makes a recommendation to the state as to which textbooks meet the criteria set forth by the state Department of Education. This same process is also conducted at each school district level.

As a state council or chapter, we have the legislative power to recommend Vietnam Veterans of America members to textbook review committees. It is not an easy undertaking, but an important obligation, to have input on the textbooks used by the children of America.

In many cases, the publishers of textbooks have put little information regarding the Vietnam War into the textbooks and in some cases, the information they include is inaccurate. This is not only true in history books, but also the psychology books where Vietnam veterans are stereotyped when it comes to discussing PTSD.

Your State Council can lobby to have a member appointed by the Commissioner of Education to the textbook review committee. Additionally, the State Council working jointly with Chapters can petition and lobby the local school districts to appoint a VVA member to the school district textbook review committee. These committees are on-going committees because various educational disciplines adopt textbooks at various times of the year.

Your State Council or Chapter can have a strong representation on these committees and ensure that the publishers are accurate on their information regarding the Vietnam War and other issues regarding Vietnam veterans. Accuracy is the key to ensuring our students receive accurate information when learning about the Vietnam War and Vietnam veterans.

If you would like further information on the process of this committee, please contact Tom Hall at 813-655-7129.

COUNCIL FOR SOCIAL STUDIES

An organization known as The National Council for Social Studies is located at 3501 Newark Street, NW, Washington, D.C. 20016. They can be contacted at (202) 966-7840 or by fax at (202) 966-2061. The National Council is formed of many State Councils for the Social Studies and is actively involved in legislative matters regarding the teaching of social studies.

As a State Council or Chapter you can contact your State Council for Social Studies to become an active member and increase your awareness of educational issues that will have an effect on teaching social studies, i.e. the Vietnam War. In addition, you can petition the Board of Directors for your State Council of Social Studies, to create a “Veterans Advisory Member” on their Board of Directors. This will create a partnership between VVA and the Council for Social Studies thereby becoming a more powerful force in resolving educational issues which will effect the teaching of social studies, plus allow the Council to draw on the veterans community for advice and support.

Each year the individual State Council for Social Studies conducts a convention. They provide workshops and training classes for social studies teachers and supervisors in their respective state. This presents the opportunity for VVA and the Council to conduct workshops or training to social studies teachers who teach the history of the Vietnam War.

If you are not sure how to contact your State Council for Social Studies, contact their national office.

EDUCATION DAYS AT THE “MOVING WALL”

Many VVA chapters are involved in “The Moving Wall” when it comes to their community. Your chapter can provide a powerful and life lasting educational experience to the school children in your community by conducting “Educational Days” at “The Moving Wall.”

This project requires a structured and professional program to be a successful learning experience for students. Conduct a detailed, structured tour of “The Wall” for the students. Provide a detailed history on “The Wall,” how it is laid out, how the names are listed, location of the panel numbers, line number identifiers, symbols located beside names and how to locate a name on the “The Wall.”

Have the students locate names and make rubbings of the names. Have the students look and read the items at the base of “The Wall.” This will have an impact on their visit.

Some educators bring their students to “The Wall” and provide a class project for them to conduct. A couple of the educators have assigned each student five names on “The Wall” for them to look up, locate the names, make a rubbings of the names and then figure out their commonality with the names they located. One such project was that all the names the student had located had the same causality date as their field trip date to “The Wall.” Another time, the commonality was the names on “The Wall” had the same day of birth as the student. These exercises really put a personal connection to the names and the students. It becomes an education experience they will always remember.

Please ensure that the VVA members conducting the “Education Days” are professional in their presentations. Students will have many questions and those conducting the tours must be well versed in order to provide the correct information to the students.

Send letters to the Supervisor of Social Studies in your local school district informing them of the “Education Days” at “The Wall.” They will inform each school in their school district. Always schedule enough time for the students. Informing the schools well in advance is required so the schools can arrange their field trip and schedule transportation.

Contact you local newspaper about this project that you are providing at “The Wall.” It becomes a good public relation event for your chapter and can be a recruiting tool.

SPEAKERS CLEARINGHOUSE

Your Chapter can become a clearinghouse for scheduling Vietnam veterans to speak in your local schools. With your Chapter Speakers Bureau, classroom time may not allow for a panel to go to a school as a group. Educators may want to schedule speakers on a weekly basis.

You can provide the educators with speakers on a weekly basis using your members and other Vietnam veterans from your community. This will require coordination between the educators, speakers and the person in the Chapter responsible for scheduling. Coordinate well in advance the dates on which the educators wish to have speakers. This takes serious planning when dealing with several schools. When you have the schedule completed ensure each speaker receives a copy, as well as the educators. Make sure you provide the speakers with your home phone number or that of the educators in case a speaker becomes sick or an emergency arises. This allows the educators to adjust their lesson plans accordingly, and protects the image of the Chapter of being less than professional. Ensure that your speakers are aware of the start and ending times of each class. This will allow them the opportunity to adjust their presentation accordingly and allow time for a question-and-answer period. Encourage your speakers to take personal photographs from Vietnam and personal memorabilia. Students really relate to these and often provide a foundation for their questions. (See example of speaker's schedule on page 3-6)

SCHOOL COLOR GUARD

Most high schools have a JROTC program and have color guards and drill teams. However, we often overlook the elementary and middle schools. Each Chapter normally has a member or two who are familiar with "Ceremonies & Drill" manuals. This is an area that is relatively untouched in the elementary and middle schools.

Contact your local public and private elementary schools to see if they may want to form a school color guard and volunteer to become the color guard advisor. They can be used at opening school assemblies, for marching in local parades representing their school, for Memorial Day ceremonies, 4th of July parades, Veterans Day ceremonies and school awards banquets, or for opening you Chapter or State Council meeting.

Forming an elementary color guard will test the patiences of any seasoned drill instructor. Most schools will provide parents to assist you with this project. Remember these are children, not recruits. This is an opportunity to teach young students from 5 to 11 years old about teamwork, discipline, honor, patriotism and having fun at the same time. Support the color guard by purchasing color guard hats and shirts to make them feel special and create the atmosphere of working as a team.

You will find that this program to be very rewarding by the fact that you are teaching the core values to young children of today and the future with love for their country, patriotism, self-discipline, self-confidence and knowledge of our flag.

FLAG FOLDING CEREMONY

A flag folding ceremony can be used as an educational tool for teaching our students about the meaning of our folded flag. This can also be used a public and memorial ceremonies.

This ceremony is conducted with a 6' x 9', casket size flag, using six to eight members for folding the flag. One person is required at a microphone reading the script as the flag is folded, on fold at a time. This concludes with the reciting of the "Pledge of Allegiance to the Flag" in unison by all present, then having the detail march out retiring the folded flag.

(SCRIPT)

The Point of Honor of the Flag of the United States is a canton of blue containing the stars representing the states our sons and daughters served in uniform. The point of honor of the flag dresses from left to right and the only time it is inverted and displayed in such a manner in which you see it today. Also, it appears this way when it comes to serve as a pall on the casket of a veteran who served his/her country honorably in uniform.

In the evening, in the Armed Forces of the United States at the ceremony of Retreat, the flag is lowered and folded in a triangle fold, and kept under watch throughout the night as a tribute to our Nation's honored dead. The next morning it is brought out at the ceremony of Reveille and ran aloft as a symbol of our belief in the resurrection of the body.

(Begin Folding the Flag)

1. The first fold of the flag is a symbol of life.
2. The second fold is a symbol of our belief in the eternal life, and this fold we make in honor and remembrance of our sons and daughters whom we are commemorating today, for they too gave a portion of their life for the defense of our country and our flag. We are here to today to perform this flag folding ceremony in order to show forth to family and friends that their efforts to attain peace throughout the world have not been in vain and shall never be forgotten.
3. We fold to the left in the shape of a triangle, for this is where our hearts lie...and it is with our hearts we pledge allegiance to the flag of the United State of America.
4. Again, we fold to the right as a tribute to our Armed Forces, for it is through these same Armed Forces that we protect our country and our flag from all here enemies, whether they are found within or outside of the boundaries of our Republic.
5. The next fold represents our weaker nature, for we, as American citizens trust in God, and it is Him we turn in times of peace, as well in times of war for His divine guidance.

6. We fold again as a tribute to our country; for in the word of the immortal, Stephen Decatur, "OUR COUNTRY, IN DEALING WITH OTHER COUNTRIES, MAY SHE ALWAYS BE RIGHT: BUT IT IS STILL OUR COUNTRY, RIGHT OR WRONG."
7. We fold to the left as tribute to the one who entered into the valley of the shadow of death, that we might see the light of day, and this fold is made to honor Mother, for who it flies on Mother's Day.
8. We fold to the right as a tribute to Father, for he too has given his son and daughters for the defense of our country since she was born.
9. Again, we fold to the left as a tribute to our womanhood, for it has been through their faith, love, loyalty and devotion that the character of the men and women that have made this country great have been molded.
10. We fold from the stripes toward the stars; for whereas the stripes represent the thirteen original colonies that founded our Republic. They are newly embodied in the fifty sovereign states represented by the stars, so that the stars cover the stripes.
11. We fold in the shape of a triangle; for it the eyes of a Hebrew citizen; this represents the lower portion of the Seal of King David and King Solomon, and glorifies in their eyes the God of Abraham, the God of Isaac and the God of Jacob.
12. Again, we fold the shape of a triangle; for in the eyes of the Christian citizen, this represents an emblem of eternity and glorifies in their eyes, God the Father, God the Son and God the Holy Spirit.
13. When the flag is completely folded, the stars are uppermost, which reminds us of the National motto, "IN GOD WE TRUST."

After the flag is completely folded and tucked in, it takes on the appearance of a three-cornered hat, ever reminding us of the soldiers who served under General George Washington, and the Sailors and Marines who served under Captain Paul Jones, and followed by their comrades and shipmates in the Armed Forces of the United States that have preserved for us the rights, privileges and freedom which we are enjoying today.

Let us stand and recite the "Pledge of Allegiance to our Flag." The flag will now be retired as we stand at right hand salute or by placing our right hand over our heart. (Detail in the ceremony retires the flag.)

Thank you for your kind attention and we hope you have enjoyed our presentation.

EXAMPLE OF SPEAKERS SCHEDULE

Hello Everyone,

I know each of you just could not wait to get back to school after the holiday break. I've been quite busy, as each of you have been, but listed below are the speakers schedule listed by school for the last half of the school year.

DURANT HIGH SCHOOL - DOUG SCHURTZ, TEACHER

1/16	DON HINSON	4/3	JOHN KIEFFER
1/23	KEN LELAND	4/10	AL DOYLE
1/30	LUTHER LASSISTER	4/17	KEN LELAND
2/7	JUDD CHAPIN	4/24	LUTHER LASSISTER
2/13	MARTIN ANDERSEN	5/2	MARTIN ANDERSEN
2/20	AL DOYLE	5/8	JUDD CHAPIN
2/27	TOM HALL	5/15	DON HINSON
3/6	JOHN KIEFFER	5/22	TOM HALL

BLAKE H.S. – ROSS WEBSTER, TEACHER MCDOWEL

1/17	KEN LELAND
1/24	AL DOYLE
2/1	STEVE CRANE
2/7	JUDD CHAPIN
2/14	MARTIN ANDERSEN
2/21	JOHN KIEFFER
2/28	DON HINSON
3/7	LUTHER LASSISTER
3/14	TOM HALL

ROBINSON H.S.-LARRY

1/16	JOHN KIEFFER
1/23	AL DOYLE
1/30	DON HINSON
2/6	STEVE CRANE
2/12	KEN LELAND
2/21	MARTIN ANDERSEN
2/28	JUDD CHAPIN
3/6	TOM HALL

SICKLES H.S. – BOB PAGONA, TEACHER

1/18	JOHN KIEFFER
1/25	LUTHER LASSISTER
2/1	AL DOYLE
2/8	DON HINSON
2/15	STEVE CRANE
2/22	KEN LELAND
3/1	JUDD CHAPIN
3/9	MARTIN ANDERSEN
3/15	TOM HALL

BLOOMINGDALE H.S. – RON DYCHES

1/12	TOM HALL
1/19	TOM HALL
1/26	DON HINSON
2/2	MARTIN ANDERSEN
2/9	LUTHER LASSISTER
2/16	AL DOYLE
2/23	KEN LELAND
3/8	KEN LELAND
3/30	JUDD CHAPIN

IMPORTANT: ALL TEACHERS PLEASE E-MAIL ME YOUR HOME PHONE NUMBER IN CASE A SPEAKER HAS TO CANCEL AT THE LAST MINUTE BECAUSE OF AN EMERGENCY.

ALSO, IF YOU ARE PLANNING TO BRING YOUR STUDENT TO “THE MOVING WALL” AT MEDRED PARK, APRIL 2-9, 2001, PLEASE LET ME KNOW IMMEDIATELY. THE “EDUCATION DAYS” AND TIME ALLOCATIONS ARE ON A FIRST COME, FIRST

SERVE BASIS. I HOPE EACH OF YOU CAN BRING A GROUP.

IF YOU HAVE ANY QUESTIONS REGARDING YOUR SCHEDULE, LET ME KNOW. PLEASE MAKE SURE THESE DATES ARE NOT A CONFLICT WITH “FLORIDA WRITES” AND “FCAT” TESTING. IF THEY ARE, LET ME KNOW.

THANKS, TOM HALL

INTERVIEW A VIETNAM VETERAN ON-LINE

Vietnam Veterans of America has an on-line program to where students submit questions to interview a Vietnam veteran as part of the classroom assignments, graduate studies, or a researcher will need information on a project they are undertaking. This program has been successful for over 7 years. We have had inquiries submitted from all over the world. Students in countries such as England, Sweden, Denmark, Germany, Iraq, Netherlands, New Zealand, Australia, Japan, Okinawa, Korea and Vietnam has sent in numerous request for interviews.

This program is admisitered by Tom Hall, Chair of the Education Subcommittee. He is always look for Vietnam veterans who are willing to participate in this program. If this a program you'd like to become involved you can contact Tom Hall at.

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SUGGESTED READING LIST

SUGGESTED READING LIST

By Marc Leepson

From middle school to graduate school, the books students read are a crucial component of Vietnam War history classes. Thousands of books, fiction and non-fiction, have been written on virtually every aspect of the war. What follows is an annotated list of many of the books that have proven the most popular and useful in teaching the war.

HISTORY:

America's Longest War (1979) by George Herring – a concise, well written, objective history of the Vietnam War by a well-respected historian. It is widely used in college Vietnam history classes.

Vietnam: A History (1983) by Stanley Karnow – a long, detailed history of the Indochina wars. While not footnoted, this is a good introduction to the entire subject for the general reader. Winner of the Pulitzer Prize. (*Editor's Note: Used extensively in high school history courses on the Vietnam War*)

A Bright, Shining Lie (1988) by Neil Sheehan – perhaps the best look at American participation in the early and mid 1960s. It also tells the amazing life story of the legendary American Army Col. John Paul Vann. Winner of the Pulitzer Prize.

On Strategy (1982) by Col. Harry G. Summers, Jr. – widely used in college course, this is a critical analysis of the American military's strategy by a former infantry colonel.

MEMOIRS AND PERSONAL STORIES:

A Rumor of War (1977) by Phillip Caputo – an enduring, honest look at the war through the eyes of a particularly perceptive former Marine lieutenant.

If I Die in a Combat Zone (1972) by Tim O'Brien – a novel-like memoir in which O'Brien examines his Vietnam War experiences as an infantry rifleman.

Fortunate Son (1991) by Lewis B. Puller, Jr. – the Pulitzer Prize winning autobiography by a one-time Marine lieutenant who was severely wounded in the Vietnam War.

Bloods (1984) by Wallace Terry – by far the best book about African-Americans in the Vietnam War told very effectively in the oral history format.

Dispatches (1978) by Michael Herr – an impressionistically told tale that emphasizes the surreal nature of Vietnam War combat.

Brothers in Arms (1985) by William Broyles – a well-told and memorable story of a former Marine lieutenant of his Vietnam War tour and his trip back in 1984.

Home Before Morning (1983) by Lynda Van Devanter – a strong written look at the life of an Army nurse before, during and after the Vietnam War.

We Were Soldiers Once and Young (1992) by Gen. Hal Moore and Joe Galloway – a vividly written recreation of the momentous 1965 Battle of the Ia Drang.

Winner and Losers (1976) by Gloria Emerson – the first book that examined in detail the war's effect on those who fought and their families, as well as those in the antiwar movements. Winner of the National Book Award.

Patches of Fire (1997) by Albert French – a novelistic look at an African-American former Marine's Vietnam War tour of duty and post-war experiences.

In Pharaoh's Army (1994) by Tobias Wolff – a revealing, literary Vietnam War memoir by a former U.S. Army Special Forces sergeant.

FICTION:

Going After Cacciato (1978) and *The Things They Carried* (1990) by Tim O'Brien. The former is an in-country tale told in magical realism style. It won the National Book Award. The latter a more conventionally but evocative and brilliant telling of in-the-trenches war stories. (*Editor's Note: The Things They Carried is used extensively in high school Language Arts classes and is a most read and teach novel that is required in the process for National Board Certification for teachers.*)

Paco's Story (1978) and *Close Quarters* by Larry Heinemann. The latter is a memorable story of an infantryman's year in the war zone. The former tells the painful story of a severely wounded and psychologically damaged Vietnam veteran. It won the National Book Award.

The Alleys of Eden (1981) and *A Good Scent from a Strange Mountain* (1992) by Robert Olen Butler. The former is a well realized story of a GI and his strange escape from Vietnam in April 1975; the latter is a series of first-person short stories, each told in the voice of a Vietnamese expatriate in the United States. It won the Pulitzer Prize.

Fatal Light (1985) by Richard Currey – a short, strong story about the war and post-war experiences of a man who served, as the author did, as a Navy corpsman with the U.S. Marines in Vietnam.

In Country (1985) by Bobbie Ann Mason – the story of a teen-aged girl and her quest to find out details about her father who was killed in Vietnam before she was born. Perhaps the best fictional portrait about the war's effects on family members and veterans.

TECHNOLOGY

RESEARCH:

WEBSITE LISTINGS

TECHNOLOGY RESEARCH: WEBSITE LISTINGS

With the dramatic increase in the use of the Internet for research, students across America are using this tool to increase their knowledge on the Vietnam War. They have research papers on various subject areas about the war that teaches them the use of technology during their research.

There are many sites that are used daily for researching the Vietnam War. What follows are a few that will be helpful for educators and students in researching the Vietnam War.

www.vva.org then go to “About the War” – In this lies an educational tool of remarkable breadth and depth. In this site the history of America’s involvement in Vietnam opens up with more than seventy pages of Internet links to a wide variety of sources.

www.vietnam.com – offers information on present-day Vietnam and their culture. This site features news articles, travel experiences, stories, etc.

www.thewall-usa.com – this site offers extensive information on the Vietnam Veterans Memorial. Educators and students should visit this site.