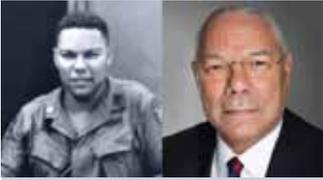




THE UNITED STATES OF AMERICA
**VIETNAM WAR
COMMEMORATION**



TEACHERS' TOOLKIT

*Thanking and Honoring Vietnam Veterans:
Digital Resources for Educators*



Photo by Staff Sgt. Lindsay Cryer

TEACHER ENDORSEMENTS

“What an amazing compilation of resources and tools for working with students to teach about the Vietnam War and era. This is a well-organized and detailed listing that will help any individual and/or group who wants to learn more in a successful manner. I would be proud to present your Teachers’ Toolkit to others and discuss opportunities included. Well done.”

Andy Demko

U.S. History Teacher Social Studies Teacher at Jr./Sr. Rainier High School in Rainier, Oregon
Social Studies Department Liaison
2010-2011 President, Oregon Council for the Social Studies
2012-2015 Board Member, National Council for the Social Studies Board Member,
Rho Kappa Advisory Board (NCSS)

“The guide you sent looks great, and I look forward to being able to share it. It is well-organized, clear and highly useful. I look forward to using it to enhance my unit on Vietnam.”

Susan Tomlinson

U.S. History and Sociology Teacher at Franklin Central High School in Indianapolis, Indiana
History Club Sponsor
Indiana Council for the Social Studies, Past President

“I think what you have done is outstanding and very comprehensive.”

Jerry Martin

Retired Social Studies Teacher at Manassas City Public Schools (MCPS) in Manassas, Virginia
Taught a course, “Lessons of the Vietnam War,” at the High School level to Juniors and Seniors.
Currently substitute teach 5th and 6th grade students for MCPS
Retired LTC USMC (served in Vietnam, 1968-1969)

“This does meet the goals and objectives of the program and offers a thorough resource that our teachers/aides can use to teach students about the Vietnam War. This is exactly what we are looking for.”

Kathryn Kigera

Interim Director, Out of School Time Programs in Washington, DC

“What I really like about this is the diversity and variety of the resources that have been compiled. Digital and Social Media, Online exhibits, places to visit, project ideas and more, there is something for every teacher in this toolkit. Well done!”

Steve Quesinberry

Chairman: History and Social Studies Department at Newnan High School in Newnan, GA

“Educators interested in teaching about the Vietnam War, and especially in those who served our country during this crucial time period in American history, will greatly appreciate the timely and wide-ranging resources and service-learning projects presented to them in The United States of America 50th Anniversary Vietnam War Commemoration Teachers’ Toolkit. This is a guide that is appropriate for grades K-12—and beyond!”

Lindy G. Poling

Lessons of Vietnam and U.S. History Social Studies Department Chair, Millbrook High School in Raleigh, NC
Gilder Lehrman North Carolina History Teacher of the Year, 2006
Veterans of Foreign Wars National Citizenship Education Teacher of the Year, 2002

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INTRODUCTION



Dear Educator,

Thank you for your interest in The United States of America Vietnam War Commemoration Teachers' Toolkit, developed by the History and Legacy Branch. This toolkit offers educators a comprehensive packet of information to support our national effort to thank and honor our Vietnam veterans and their families. The packet features recommended service-learning projects, educational posters that cover a variety of subjects, and suggested websites and resources for activities and events from notable sources. It is highly recommended that you periodically check the links to ensure the most up-to-date materials are still available.

The History and Legacy Branch's goal is to provide historically accurate materials and interactive experiences that will help teachers and students better understand and appreciate the service of our Vietnam veterans and the history of U.S. involvement in the Vietnam War.

While we do not endorse any particular resource, we encourage you to take advantage of the suggested materials and ideas for use in elementary to college classrooms and afterschool programs so that schools, school districts, and educational organizations can develop programs to thank and honor Vietnam veterans locally and nationally.

In addition, this packet provides you with a brief overview of the Commemorative Partner Program. If you or your school chooses to become a Commemorative Partner, you can access more detailed information via the website, including the procedures necessary to order materials, view a complete list of commemorative partners, or request support for your event.

We look forward to partnering with you. Please contact us through our website:

www.vietnamwar50th.com/commemorative_partners/commemorative_partner_program/

Photos courtesy of the U.S. Army, U.S. Marines, U.S. Navy, U.S. Air Force, U.S. Coast Guard, and U.S. Merchant Marines.



WHAT IS SERVICE-LEARNING?

According to The Education Commission of The States' 2016 policy, "Service-learning is a unique teaching and learning strategy that encourages students to use academic knowledge and skills to find viable solutions to real community needs. It is neither a packaged curriculum nor a cut-and-dried program, and no two service-learning projects are completely alike. Service-learning is an experiential approach that engages students holistically in

their learning, which allows them to identify and address issues in their school and community that really matter to them. The National K-12 Service-Learning Standards for Quality Service-Learning Practice provides a framework of critical elements that teachers can use to guide projects and ensure rigor, relevance, and student success throughout the learning process. The more involved they are in the process of selecting and mapping out their project, the more likely they are to buy into the work."

Service-Learning provides a myriad of opportunities to foster civic responsibility and community involvement in meaningful ways such as the recommended programs focused on the military and veterans, and more specifically projects that honor Vietnam veterans.



SUGGESTED SERVICE-LEARNING PROJECTS

For your convenience, we have provided a list of service-learning activities and projects that may be useful for your students. Along with that list, we have added links to specific resources to guide the implementation of this teaching tool. You may choose to center your lesson or student service-learning activity around a particular holiday, school theme, curriculum objective, etc. Teachers of all subject areas may find these service-learning strategies beneficial to reinforce a specific curriculum objective as well. The range of course offerings for students may vary according to the educational authority. The U.S. Vietnam War Commemoration (VWC) has provided guidance referencing courses that are offered by most school districts and universities, i.e., art, English language arts, mathematics, music, science, social studies, and technology/engineering.

Teacher Information Resources

Source	Link	Summary
Character.org (DC)	https://character.org/our-priorities/schools-education/	This website provides a wealth of resources dedicated to helping youth become “ethical and engaged citizens” as well as service-learning and opportunities to connect with the military and veterans in the Washington, D.C. metropolitan area.
Charlotte-Mecklenburg Schools (NC)	https://www.cmsk12.org/site/Default.aspx?PageType=6&SiteID=4&-SearchString=service%20learnig%20projects%20for%20students#gsc.tab=0&gsc.q=service%20learnig%20projects%20for%20students&gsc.page=1	This website defines Service-Learning and provides guidelines on how to implement an academic curriculum connected to civic responsibility for K-12 students. In addition, there are links to resources for service-learning ideas, character education, and volunteering in the community.
HISTORY (NY)	https://www.history.com/teacher-resources	The HISTORY website provides a sample agenda and “How-To” guide for organizing a “Take a Veteran to School Day” event as well as many excellent internet resources, activities, and service-learning projects for middle and high school students
Illinois Veterans & Community Classroom Project (IL)	https://ww2il.com/veterans-classroom-project/	K-12 students in over 25 Illinois schools participate in preserving the digital stories of the service and sacrifice of men and women who served our country in World War II, Korea, Vietnam, Gulf War, etc. Students have an opportunity to become digital historians and preserve historical resources (videos, audio recordings, books, journals, manuscripts, slides, maps, photographs, prints, and posters).

Learning to Give	https://www.learningtogive.org/resources/veterans-and-community-helpers-service-learning-toolkit https://www.wildwood.org	This website provides service-learning project ideas, lesson plans, and various educational resources recognizing veterans and others who served their community in myriad ways.
Louisiana 4H (LA)	https://www.lsuagcenter.com/topics/kids-teens/projects/citizenship/service_learning/parish_projects/cadd0-parish-cares	The Louisiana 4H-Club supports the state service-learning focus, including veterans' programs in their communities and reaching out to men and women in the U.S. Armed Forces serving overseas. The site has many valuable resources, ideas, and materials to aid in planning service-learning programs inside and outside the classroom setting.
Veterans Heritage Project (AZ)	http://www.VeteransHeritage.org	This organization is dedicated to connecting students with veterans to record and preserve their stories of service to our nation and adding them to the Library of Congress for future generations to access. Middle school, high school, and college students can learn history from primary sources and gain skills in communication, writing, technology, and project management.
Vietnam Veterans Memorial Fund Hometown Heroes Service-Learning Project (VA)	http://www.vvmf.org/hometown-heroes	This project provides excellent service-learning opportunities for middle and high school students to connect with veterans. Students plan a commemoration ceremony, collect photos of fallen servicemembers, or preserve stories of veterans whose names are inscribed on the Memorial or Vietnam veterans who returned from the Vietnam War.
Westlake High school (TX)	http://virtualvietnam.eanesisd.net/home	The Virtual Vietnam Project is a companion research project to Tim O'Brien's book, The Things They Carried. Students in English III and AP classes research a person whose name appears on the Vietnam Veterans Memorial and create a presentation honoring the individual's life and the time in which they lived. Over 1800 videos are housed on the website honoring the men and women who gave their lives in Vietnam.
Wildwood School (CA)	https://www.wildwood.org/	The Wildwood School is dedicated to empowering elementary, middle, and high school students to become advocates for community and global involvement, such as veterans' initiatives through curriculum and on-site work experience for 7th and 8th graders.

Suggestions for project ideas, please refer to the service-learning activities and events listed on pages 9 – 10.

SUGGESTED SERVICE-LEARNING ACTIVITIES AND EVENTS

These suggested activities and events are intended to help educators engage students, elementary to college level, specifically in service-learning opportunities to thank and honor Vietnam veterans within their local communities.

- These suggested activities and events are intended to help educators engage students, elementary to college level, specifically in service-learning opportunities to thank and honor Vietnam veterans within their local communities.
- Collect missing photos of servicemembers – inscribed on the Vietnam Veterans Memorial – and submit to the Vietnam Veterans Memorial Fund (VVMF) to add to the digital collection of photographs.
- Thank a Vietnam veteran for his/her service to our country; visit a local veterans’ retirement home or nursing home such as the Armed Forces Retirement Home in Washington, D.C. or Gulfport, Mississippi (e.g., present thank you cards or letters, organize a chorale group to sing songs, write and recite poems, make posters and banners thanking veterans).
- Collect missing photos of servicemembers – inscribed on the Vietnam Veterans Memorial – and submit to the Vietnam Veterans Memorial Fund (VVMF) to add to the digital collection of photographs, Wall of Faces. Refer to the Hometown Heroes Service-Learning Project for more details and use the VVMF website, library resources, internet articles, school newspapers, and local newspapers to locate missing photos and conduct research.
- Conduct interviews with veterans, using the Library of Congress’ Veterans History Project (VHP) guidelines. Contact VHP directly for resources. Students make a presentation to their class members.
- Partner with a Commemorative Partner to plan and organize a ceremony or reception honoring a local Vietnam veteran(s). Request promotional materials from the United States of America Vietnam War Commemoration, such as certificates, stickers, and lapel pins to present to the veteran(s).
- Take a Veteran to School Day Project. Refer to the **HISTORY.com** website for guidance in planning this event.
- Develop a webpage dedicated to telling a story of a hometown hero or local Vietnam veteran(s).
- Contact a VA hospital and arrange to ask veterans to share their stories. Write an article for a school newspaper, PTA newsletter, or local newspaper.
- Make a video that tells the story of a local Vietnam veteran or take a photograph of a hometown hero and post to social media. Students can post a summary of their experience of connecting with a hometown hero or local Vietnam veteran.
- Partner with a local art museum or local artist to develop an art project honoring local veterans (e.g., quilt, painting, or sculpture.).
- Pick up trash at a veteran’s cemetery and place or pick up holiday wreaths at Arlington National Cemetery in Arlington, Virginia, or other national cemeteries. Contact Arlington Cemetery directly or volunteer via Wreaths Across America.
- Volunteer to help at a local or national Veterans Day parade.
- Volunteer at the United Service Organizations, the American Legion, Veterans of Foreign Wars, or other organizations that honor and assist Vietnam veterans.
- Commemorate Vietnam Veterans Day on March 29th by volunteering to help homeless veterans at a local shelter. Students can post a blog or make a class presentation about their volunteer experiences.
- Inspired by the “Step Into Their Boots” campaign, students can get a pair of boots and dedicate them to a fallen Vietnam veteran and conduct one year of volunteer service in honor of the veteran.

ADDITIONAL ACTIVITIES AND EVENTS

These additional activities and events are suggestions that are not specific to service-learning and intended to help students, inside and outside the classroom setting, by encouraging involvement in programs honoring and thanking Vietnam veterans at every possible opportunity.

- Study Maya Lin’s design of the Vietnam Veterans Memorial and encourage students to design a military memorial of their own honoring a veteran(s) using a free version of Google Sketchup, recyclable materials, or model building.
- Encourage students to create their own poster using primary sources, charts, and texts. Refer to the U.S. Vietnam War Commemoration Poster Series in this Toolkit as a guide.
- Organize field trips to exhibits, memorials, museums, and monuments with the National Park Service (as applicable), CloseUp Foundation, Pentagon Tours, military service organizations or associations, to learn about the service and sacrifices of veterans.
- Encourage school groups to visit local military installations; discuss significance of the Vietnam War and how it relates to our military history and our country today.
- Invite Vietnam veterans or family members of veterans to visit schools and classrooms to share their personal stories and discuss the significance of the Vietnam War.
- Encourage students/youth to participate in Vietnam map, essay, video, speech, and poster contests such as the one sponsored annually by the Department of Veterans Affairs.
- Produce video-recorded messages to Vietnam veterans and their families and share them via local military installation commanders and community leaders.
- Work with a local radio station to develop Public Service Announcements for events honoring Vietnam veterans that can be aired on local radio and TV stations.
- Explore the story behind Maya Lin’s design of the Vietnam Veterans Memorial – competition, criticism, and acceptance. Use internet resources, magazine, and newspaper articles, and books on Vietnam memorials around the United States to learn more about the design, history, and stories of veterans who served and sacrificed. For more information, see the Toolkit list of recommended books.
- Plan and organize a 24-hour Read-A-Thon, specifically reading books about Vietnam. Have students write a brief essay, short story, poem, or song inspired by the literature.
- Highlight veterans by making a presentation on a classroom service-learning project or school program at a conference (e.g., National Council for the Social Studies, National Council on Youth Leadership).
- Research the topic of POWs and Unaccounted-for Personnel to learn more about the topic as it relates to Vietnam and compare to more recent conflicts. Contact government officials and organizations such as Sons and Daughters in Touch and The National League of POW/MIA Families.
- Participate in activities at school to commemorate Vietnam Veterans Day, Memorial Day, Veterans Day, and other military-related holidays throughout the year. Refer to the List of Annual Holidays and Observances in Appendix A.

Suggestions for more ideas on events and activities are also located on the Commemoration website at:
www.vietnamwar50th.com

SUGGESTED STEM RELATED SERVICE-LEARNING PROJECTS

The U.S. Vietnam War Commemoration (VWC) has provided a suggested list of service-learning research topics, projects, and activities that introduce STEM content into the study of history. Exploring these projects and/or activities inspires discovery and decision-making related to STEM while adding to students' historical knowledge. These suggestions are designed to provoke inquiry, entice analysis and evaluation of phenomenon, and stimulate new perspectives concerning the history of the Vietnam War and the importance of thanking and honoring its veterans. The chart below identifies suggested course(s) and STEM applications that could be embedded within a history course curriculum to allow students to engage in service-learning projects or activities. In addition, a sampling of suggested prompt questions to guide students' investigation is given. Lastly, the chart offers a listing of accompanying education posters that may be used to give students a visual representation of historical content to generate further research and inquiry.

Course	Subject Matter Application	Project Suggested Questions for Students	Resource Poster
Engineering Science Social Studies	Effective engineering; Aircraft	Aircraft: What types of aircraft were used during the Vietnam War and why? What lessons were learned from using these aircraft during the Vietnam War? How has aircraft changed since the Vietnam War? a) Engineering b) Aesthetics c) Purpose	a) Making the Modern World b) U.S. Army Airmobility in the Vietnam War c) U.S. Sensor Technology in the Vietnam War
Science	Adaptation to environment; Survival techniques	Camouflage: What type(s) of camouflage uniforms did soldiers use in the Vietnam War? What did the landscape look like? Did the type of camouflage used change as the terrain changed? Determine some of the advantages and disadvantages of using this strategy during the Vietnam War.	Riverine Operations in the Vietnam War
Mathematics Social Studies	Statistics; Population and location	Demographics of Populations: Are there any Vietnam veterans that reside in your hometown? For each of the following demographic areas, what did you find was the: a) Age b) Gender c) Race d) Ethnicity What patterns do you observe that arise from the demographic information you obtained?	a) African Americans in the Vietnam War b) U.S. Servicewomen in the Vietnam War
Science Social Studies	Effects of fighting disease, climate, and the environment on human behavior	Effects of Weather and Environment: How did some soldiers adapt to the stress of combat? How did climate and	a) Casualties by Other Means in the Vietnam War b) Combat Medicine in the Vietnam War

		<p>the environment effect American servicemembers during the war and when returning to the United States?</p> <p>a) Damp tropical regions b) Witnessing death c) Becoming a POW d) Drug abuse e) Threat of disease or debilitating injury</p> <p>Were any of those effects long term?</p>	<p>c) Making the Modern World d) Medical Advancements of the Vietnam War e) Military Nurses in the Vietnam War f) The POW Experience in the Vietnam War</p>
<p>Mathematics Social Studies</p>	<p>Human and social adjustment; Statistics</p>	<p>Social Adjustment: What was the average age range of individuals who participated in the Vietnam War? Were there any soldiers that volunteered to fight in the War that were minors (under the age of 18)? Were there any social adjustments that young soldiers experienced? Please explain. How did the maturity level of American young soldiers affect them during and after the war? Are there any accounts of difficulty young soldiers endured when re-entering American society after the War? If so, please explain.</p>	<p>a) African Americans in the Vietnam War b) Military Nurses in the Vietnam War c) U.S. Servicewoman in the Vietnam War</p>
<p>Engineering Social Studies Technology Science</p>	<p>Evolution and Advances in Technology</p>	<p>Technology: How was technology used in the Vietnam War? What advances in technology were employed during the War? Are these technological advances used today? If so, what are they and how have they changed?</p> <p>a) Application b) Purpose c) Production</p>	<p>a) Medical Advancements in the Vietnam War b) Making the Modern World c) U.S. Sensor Technology in the Vietnam War</p>

SUGGESTED HUMANITIES RELATED SERVICE-LEARNING PROJECTS

Rationale and Explanation: The Vietnam War generated a swath of media across many formats intended to illustrate and explain the climate of the times on and off the battlefield. Though many of these works were produced during the Vietnam War, artists continue to produce more works even in the present day. The wide range of artistic compositions spans decades and ranges from literature to music to television to film and even video games.

As the wealth of humanities related works referencing the Vietnam War is expansive, no suggestions are given in this section, opting to the teacher's choice and course objectives. However, you will find suggested question prompts, grouped by media source, to guide students in investigation and research. Additionally, when applicable, we suggest accompanying education posters that may be used to give students a visual representation of historical content and inspire further research and inquiry. This section of the toolkit is divided into five different media sources: 1) films, 2) literature, 3) music, 4) television, and 5) video games.

Media Source: **Films**

Suggested Question Prompts for Students	Resource Poster
<ol style="list-style-type: none"> 1. What do you think is the film's creator trying to say about the Vietnam War? <ol style="list-style-type: none"> a. How does he or she portray the servicemembers and veterans of the Vietnam War? 2. Compare and contrast several films' treatments of servicemembers and veterans. 3. How do the films color the public's perceptions of the war, servicemembers, and veterans? 4. Have race and changing race relations been portrayed in these films? 5. How are gender dynamics, masculinity, and femininity portrayed? 6. Based on your study, where are the films accurate/inaccurate? 7. How has your view on the Vietnam War, the servicemember, and the veteran changed by viewing this media? 	<ol style="list-style-type: none"> a) African Americans in the Vietnam War b) Casualties by Other Means in the Vietnam War c) Reclaiming What Was Lost in the Vietnam War d) The POW Experience in the Vietnam War e) U.S. Army Air mobility in the Vietnam War

Media Source: **Literature**

Suggested Question Prompts for Students	Resource Poster
<ol style="list-style-type: none"> 1. What does literature tell us about? <ol style="list-style-type: none"> a. the combat experience b. servicemembers' experience(s) in Vietnam? <ol style="list-style-type: none"> i. drafted ii. enlisted a. What themes cross texts? 2. How is race portrayed in Vietnam War literature? <ol style="list-style-type: none"> a. Does it share any similarities or differences to the way race is portrayed in other wars? Why or why not? 3. What can literature tell us about veteran reintegration following the end of the Vietnam War? 4. Can we compare Vietnam War literature with fiction written about other wars? <ol style="list-style-type: none"> a. Where are there similarities? b. What differences do you uncover? 5. After reading the assigned literature about the Vietnam War, what bias(es) do you see that the author displayed and how are they represented? 	<ol style="list-style-type: none"> a) African Americans in the Vietnam War b) Casualties by Other Means in the Vietnam War c) Counterinsurgency in the Vietnam War d) Intelligence in the Vietnam War e) Reclaiming What Was Lost in the Vietnam War f) The POW Experience in the Vietnam War g) The United States Road to War in Vietnam: 1945 – 1965 h) United States Allies in the Vietnam War a) U.S. Army Airmobility in the Vietnam War

Media Source: **Video Games**

Suggested Question Prompts for Students	Resource Poster
<ol style="list-style-type: none">1. What do these games have to say about the Vietnam War, the servicemember, and the veteran in general?2. Where do you believe these games are most accurate?3. How may they have influenced the player in considering the war, the servicemember, and the veteran?4. How do you believe these games have influenced the audience's perception of the Vietnam War?5. Can you cite an example(s) of a video game about the Vietnam War when bias is present and how is it revealed?6. How has your view on the Vietnam War, the servicemember, and the veteran changed by this media?	<ol style="list-style-type: none">a) Counterinsurgency in the Vietnam Warb) Riverine Operations in the Vietnam Warc) The Coast Guard in the Vietnam Ward) United States Allies in the Vietnam Wara) U.S. Army Airmobility in the Vietnam Warb) U.S. Sensor Technology in the Vietnam War

Note: The U.S. Vietnam War Commemoration (VWC) has provided only suggested question prompts for students in the next two media sections as the Commemoration's current poster selections do not directly relate to music or television

Media Source: **Music**

Question Prompts for Students
<ol style="list-style-type: none">1. What were some messages musicians tried to send during and after the Vietnam War?2. What effect did those messages have on society?3. Can you cite an example in this media about the Vietnam War when the author(s) showed bias? What was that bias(es)? How was it revealed?4. What do you think society might learn from the application of those messages?5. Are any of those messages relevant after the Vietnam War ended and for today? If so, in what way?6. How has the emotion that music provokes used to move people toward action?<ol style="list-style-type: none">a. What did that action look like during the Vietnam War?b. What does that action look like today? Please provide examples.

Media Source: **Television**

Question Prompts for Students
<ol style="list-style-type: none">1. Give examples of how television was used during the Vietnam War to send a message to the masses?<ol style="list-style-type: none">a. What were some of those messages?b. What was the response(s) of that message from the masses?c. How was that message analyzed in terms of its validity, authenticity, and worth?2. Select one television program about the Vietnam War. What is this work's view of the war? Do you observe evidence of bias? If so, how is it displayed?3. Only a few television serials have given direct treatment to the Vietnam War.<ol style="list-style-type: none">a. Why do you think this is the case?b. What themes do they explore?c. How do they portray the servicemember?d. How do these serial television shows treat race, if at all?4. How has your view on the Vietnam War, the servicemember, and the veteran changed by viewing this media?

CLASSROOM MATERIALS

The U.S. Vietnam War Commemoration (VWC) provides a variety of materials online for teachers, students, and the public, including fact sheets, pins, flags, brochures, and posters, as shown below. *Please check the website regularly for new poster series, including a poster on Hispanic veterans.*

In honor of Vietnam War veterans who served from November 1, 1955, to May 15, 1975, and their families that supported them, the U.S. Vietnam War Commemoration (VWC) has created a variety of posters that discuss the history and legacies of the Vietnam War. These works provide a cursory view of the selected topic and reinforce the importance of maintaining and preserving the legacy of the Vietnam War, as well as those who served during the Vietnam War. To that end, you will find that each poster depicts a variety of pictures, quotes from veterans, and historical facts and explanations that contextualize the importance of the veteran, and the war's legacies. Additionally, we have provided a list of suggested questions to prompt classroom discussion and investigation. **These questions are provided as optional tools; they are not intended to discourage or replace other educational methodologies.**

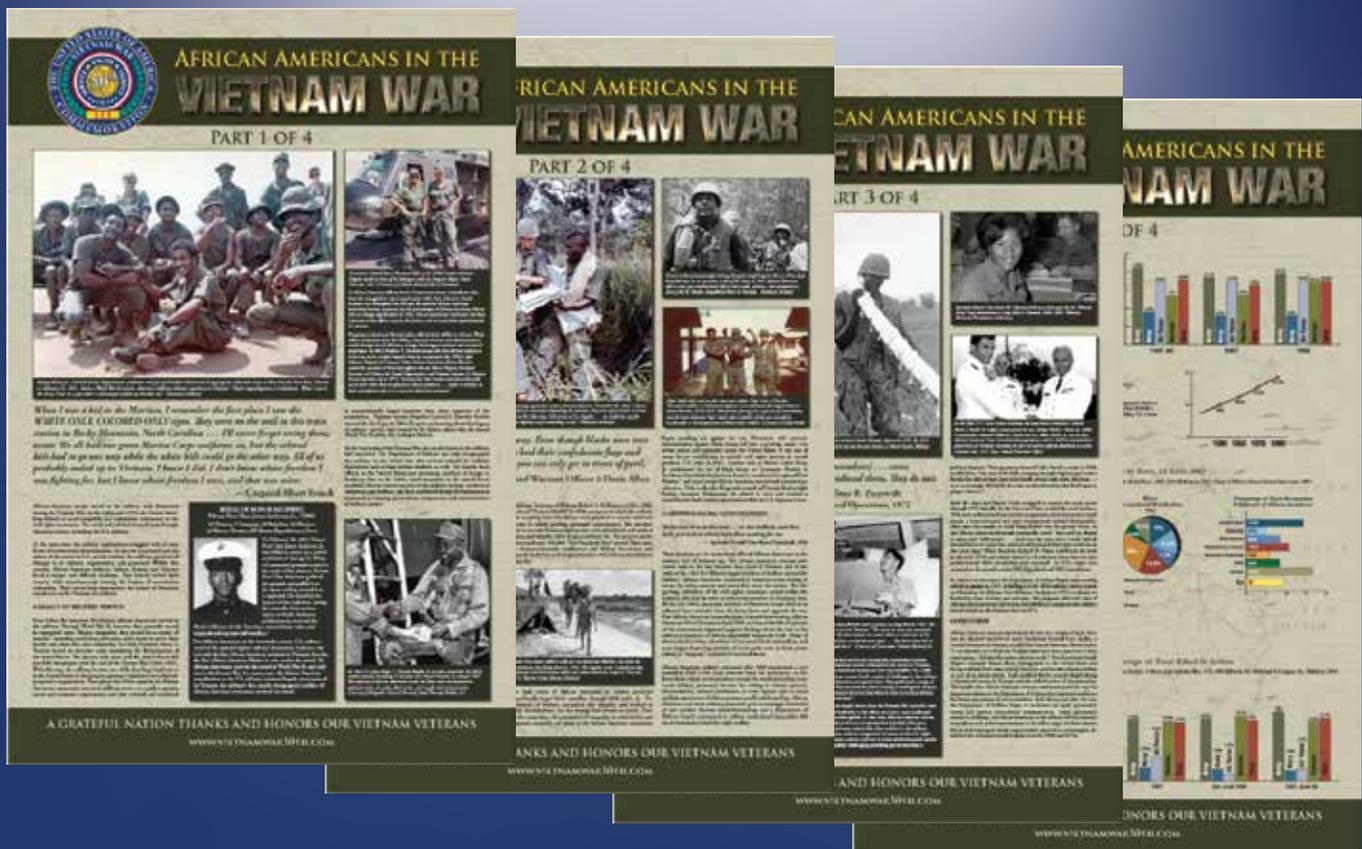


See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

African Americans in the Vietnam War



African American troops served in the military with distinction during the Vietnam War. In the 1960s and 1970s, the United States' long history of racial inequality and segregation culminated in the civil rights movement. The social and political turmoil crept through American society, including the U.S. military.

Question Prompts

1. Is there an African American Experience in the Vietnam War?
 - a. If so, what do you think that experience looks like?
 - b. How is it different from the way Caucasians experienced the war?
2. Imagine you are an African American soldier serving alongside other African Americans and Caucasians in a combat unit.
 - a. Describe your experience.
 - b. What has changed for you when you have completed your tour?
 - c. What has changed about the United States in the past several years since you began your service?
3. Why were there such large numbers of African Americans placed in combat specializations?

- a. Why was it difficult for some African Americans with specialized combat experience to transfer those skills to the workforce after returning to the United States?
4. The author of the poster cites one African American lieutenant commander saying, “You could go aboard a carrier with 5,000 people walk into the areas where I work with all the sophisticated computers, and it would look as if there were no blacks on the entire ship.”
- a. What might be the reason(s) the Lieutenant Commander saw few African Americans where he worked?
- b. Do you think there were other African Americans on that ship? If so, where might they be located?
5. Soldiers reported that they bound together and were willing to fight for one another. Why do you think that was the case?



See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

Air Base Defense in the Vietnam War

The image displays three overlapping educational posters about air base defense in the Vietnam War. The top poster is titled 'PART 1 OF 3' and features a large aerial photograph of an air base. Below it, there are several smaller images: a soldier in a trench, a soldier with a machine gun, and a soldier with a rifle. The middle poster is titled 'PART 2 OF 3' and shows a soldier in a jeep, a soldier in a tank, and a soldier in a trench. The bottom poster is titled 'PART 3 OF 3' and shows a soldier in a trench, a soldier in a jeep, and a soldier in a tank. Each poster includes text and a footer that reads 'A GRATEFUL NATION THANKS AND HONORS OUR VIETNAM WAR VETERANS' with the website 'WWW.VIETNAMWAR50TH.COM'.

On November 1, 1964, the Viet Cong positioned six 81-millimeter mortars outside Bien Hoa Air Base and fired between 60 and 80 rounds onto parked aircraft and troop billets before withdrawing unmolested. The mortars killed four and wounded 30, destroyed five jet bombers and severely damaged eight others, and slightly damaged seven additional aircraft. The attack made plainly clear: in a conflict with no front lines and an armed local insurgency, base commanders, and personnel needed to stiffen defenses and proactively guard air bases.

Question Prompts

1. What made air base defense different in Vietnam than U.S. air base defense in previous wars?
 - a. What kind of training did Air Force personnel receive to prepare for this challenge?
 - b. Why were North Vietnamese and Viet Cong units compelled to attack U.S. air bases?
2. How did the Viet Cong conduct a typical raid on American air bases?
 - a. What means did they use to gain access to sensitive intelligence?

- b. What did the enemy do with this information?
- 3. How did the U.S. military adapt in Vietnam to enhance air base defense?
 - a. What did military policeman do to ensure the safety of air bases throughout the war?

See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

Casualties by Other Means in the Vietnam War

The image displays a collage of four educational posters titled "CASUALTIES BY OTHER MEANS Disease and Drug Use in the VIETNAM WAR". The posters are arranged in a grid, with the top-left poster being the largest and most prominent. Each poster contains text, images, and a "GRATEFUL NATION THANKS AND HONORS OUR VIETNAM WAR VETERANS" footer with the website www.vietnamwar50th.com. The posters cover topics such as Skin Disease, Scurvy, and Traumatic Stress Disorder.

- Poster 1 (Top Left):** Titled "PART 1 OF 4", it focuses on "SKIN DISEASE". It features a photograph of a soldier with a skin condition and a quote: "These Men DIDN'T TAKE THEIR TABRENE".
- Poster 2 (Top Right):** Titled "PART 2 OF 4", it focuses on "Scurvy". It includes a photograph of a soldier and a quote: "He said that they were not really sick, they were just hungry.".
- Poster 3 (Bottom Left):** Titled "PART 3 OF 4", it focuses on "TRAUMATIC STRESS DISORDER". It features a photograph of a soldier and a quote: "I was in the States for a while and I was thinking about the war and I was thinking about the people I had seen and I was thinking about the things I had done.".
- Poster 4 (Bottom Right):** Titled "PART 4 OF 4", it focuses on "ASSESSMENT OF DRUG USE PREVENTION EFFECTIVENESS". It includes a photograph of a soldier and a quote: "I was in the States for a while and I was thinking about the war and I was thinking about the people I had seen and I was thinking about the things I had done.".

This past year brought with it a powerful reminder that pathogens can dramatically affect our daily lives. United States military personnel and citizens alike encountered this lesson during the Vietnam War. Many mitigation processes developed during that period seemed to foreshadow those employed during 2020 in our struggle with COVID-19. Military personnel and citizens limited their exposure to pathogens, enacted simple yet effective measures to control the spread of disease, vaccinated to build immunity through the population, and reframed how they defined mental health. The Vietnam War left indelible legacies on the United States, one of the most important being the frequently forgotten reminder that, in dictating human events, affliction gets a vote.

Question Prompts

1. What types of diseases were widespread during the war?
 - a. How did they threaten U.S. military operations?
 - b. What types of strategies did the U.S. use to guard against disease during the Vietnam War?
 - c. How did science adapt and learn to develop these countermeasures? Were they effective?
2. The U.S. experienced a pandemic in 1968 during the height of the Vietnam War. What was the response to the

flu on the home front?

- a. Are any of these responses familiar to pandemics or diseases you have experienced? Please explain and provide examples.
 - b. Do you believe there are any lessons learned from 1968 that were applicable to 2020? If so, what were they?
3. Prior to the Vietnam War, why was it difficult to find military doctors?
- a. How did the U.S. address this challenge in the 1950s?
 - b. What do you think military medicine might teach a physician that he/she might not learn from medical practice as a civilian?
 - c. What types of conditions do you believe military doctors regularly see that civilian doctors rarely experience?
 - d. After reviewing this poster, how can military and civilian medicine practitioners learn from one another?
4. What does PTSD stand for?
- a. What was different about diagnoses that came before PTSD?
 - b. How did the PTSD diagnosis change the nature of how we think of mental health?
5. What is the connection between PTSD and the symptoms that servicemembers experience because of long-term traumatic encounters?
- a. Compare the types of support that Vietnam veterans suffering from PTSD received upon returning from the war to the support servicemembers receive returning from wars since the Vietnam War.
 - i. In what ways are they different?
 - b. In what ways has the treatment of PTSD affected individuals outside of the military community?
 - c. Can you think of ways we can support Vietnam veterans as they continue to suffer from PTSD?
6. How were illegal drugs introduced to the U.S. military in Vietnam?
- a. What drugs were most prevalent?
 - b. What are some of the factors that led to them becoming so popular?
 - c. What impact did drug usage have on the U.S. military?
 - d. What were some of the measures the military took to reduce drug use during the war?
 - e. Were these measures effective? Why or why not?
7. What steps did the medical community take during the Vietnam War to help support servicemembers in their effort/need to recover from drug abuse?
- a. What incentives were given to encourage servicemembers to come forth and seek help?

See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

Combat Medicine in the Vietnam War

COMBAT MEDICINE IN THE VIETNAM WAR
PART 1 OF 3

COMBAT MEDICINE IN THE VIETNAM WAR
PART 2 OF 3

COMBAT MEDICINE IN THE VIETNAM WAR
PART 3 OF 3

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Medical teams provided exceptional, innovative care under extraordinary circumstances during the Vietnam War, and many servicemembers survived traumatic wounds and debilitating illnesses that would have incapacitated or mortally wounded them in previous conflicts. As a result of these efforts, military medical practitioners revolutionized crucial aspects of combat and civilian medicine. From the courageous medics, daring flight crews, tireless physicians, nurses, and medical technicians, the medical system that developed during the Vietnam War ensured that servicemembers received preeminent care throughout the health care continuum.

Question Prompts

1. What new obstacles did medical units face during the Vietnam War that were unlike conflicts of the past?
2. What was the process medical teams followed when receiving a wounded servicemember?
 - a. What types of injuries did soldiers experience in battle?
 - b. What types of illnesses did servicemembers experience during the war?
3. Army medics, Air Force medics and Navy corpsmen were called to provide the initial evaluation of a patient.

- a. By what nickname were these first responders given?
 - b. Who were the members of a MEDEVAC crew?
 - i. What was the procedure the team followed when rescuing a wounded soldier in battle?
 - ii. What was the procedure employed when a patient was rescued from a very dangerous area of combat?
 - c. What similarities can be found in the duties of MEDEVAC team members and a soldier's commitment to comrades in battle?
4. After triage, how were patients transported to the hospital?
 - a. How did the U.S. Air Force collaborate with the Army and the Marine Corps in transporting casualties in war?
 - b. What were the initial challenges in using that mode in previous wars?
 - c. What improvements to the helicopter were made during the Vietnam War to increase the number of patients serviced and transported to hospitals?
 - d. How did these changes affect the survival rate of servicemembers wounded in battle and why?
 5. What information did the MEDEVAC crew provide the hospital upon arrival?
 - a. How did the crew decide what hospital to take a wounded patient/soldier?
 6. What treatments did doctors provide for uniformed personnel serving in the Vietnam War?
 - a. What was the procedure when patients needed more than 30 days of treatment? Why do you think the 30-day limit was established?
 - b. Upon arriving in the United States, how were patients dispersed? What was the criterion used to decide what hospital a patient would be admitted to in the States?
 7. Imagine you are a young medic assigned to treat soldiers that were wounded in battle.
 - a. How many years did you train to qualify for that job?
 - b. Imagine treating a patient while under attack from the enemy. What helps you overcome your own fear and focus upon saving your patient?



See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

Counterinsurgency in the Vietnam War

COUNTERINSURGENCY IN THE VIETNAM WAR
PART 1 OF 4

COUNTERINSURGENCY IN THE VIETNAM WAR
PART 2 OF 4

COUNTERINSURGENCY IN THE VIETNAM WAR
PART 3 OF 4

COUNTERINSURGENCY IN THE VIETNAM WAR
PART 4 OF 4

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The United States committed to South Vietnam to prevent further Communist expansion into Southeast Asia. The Vietnam War presented the paradox of eliminating a threat while simultaneously creating a viable state. U.S. aims to build a stable South Vietnam and defeat the North Vietnamese Army and Viet Cong were inextricably linked. Success in counterinsurgency hinged on removing the North Vietnamese Army threat, severing its ties to the Viet Cong, rooting out the insurgents and replacing them with peaceful and stable governance, and binding South Vietnam's people to a growing South Vietnamese state. This paradox became one of the war's chief legacies; historians and contemporary policymakers continue to reconcile its significance to this day.

Question Prompts

1. What is conventional warfare? What is insurgent warfare? How do they differ?
 - a. How was the insurgency in Vietnam different from wars the U.S. had previously fought?
 - i. What did the U.S. do to counter the insurgency in Vietnam?
 - ii. What limitations did the U.S. face in fighting the war?
 - iii. How did the landscape in Vietnam aid the insurgents?

- b. U.S. Armed Forces and the South Vietnamese united to fight the war against the Viet Cong and the North Vietnamese. Why do you believe they worked well or didn't work well together?
2. How were the goals of building a stable South Vietnamese state linked to the way in which the U.S. and South Vietnamese fought the war?
 - a. How were the North Vietnamese able to force the South Vietnamese and its allies to defend the entire country's landscape rather than concentrate on specific locations?
 - b. Why did the U.S. resort to primarily defend the South Vietnamese against the Viet Cong and the North Vietnamese within the boundaries of the South Vietnamese borders?
3. Provide examples of the United States' efforts to defend the South Vietnamese while building up the South Vietnamese government.
4. Much of what was seen in the Vietnam War was seen in the duration and fall of the war in Afghanistan.
 - a. What lessons can we learn from wars of this nature?
 - b. What have we learned from Vietnam?
 - c. What have we failed to learn from Vietnam?

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CLASSROOM MATERIALS (CONTINUED)

Posters

Intelligence in the Vietnam War

INTELLIGENCE IN THE VIETNAM WAR
PART 1 OF 4

INTELLIGENCE IN THE VIETNAM WAR
PART 2 OF 4

INTELLIGENCE IN THE VIETNAM WAR
PART 3 OF 4

INTELLIGENCE IN THE VIETNAM WAR
PART 4 OF 4

INTRODUCTION
The United States' involvement in Vietnam was a complex and costly endeavor. Intelligence played a vital role in the success of the military and the failure of the communist forces. This poster provides a comprehensive overview of the intelligence operations that supported the U.S. military in Vietnam.

Combined Military Intelligence Center
The Combined Military Intelligence Center (CMIC) was established in 1965 to coordinate intelligence efforts from the U.S. Army, Navy, Air Force, and Marine Corps. It was the largest intelligence center in the world at the time.

NATIONAL SECURITY AGENCY
The National Security Agency (NSA) provided critical intelligence support to the U.S. military in Vietnam. It was responsible for gathering and analyzing intelligence from a wide range of sources, including satellites, intercepts, and human intelligence.

AMMUNITIONS INTELLIGENCE
Aerial reconnaissance and intelligence gathering were essential for the U.S. military in Vietnam. The use of reconnaissance aircraft and satellites provided valuable information on enemy positions and movements.

AERIAL RECONNAISSANCE
The use of reconnaissance aircraft and satellites provided valuable information on enemy positions and movements. This intelligence was used to plan and execute military operations.

DISSEMINATION OF INTELLIGENCE
Intelligence gathered in Vietnam was disseminated to the U.S. military and other agencies. This information was used to plan and execute military operations and to provide support to the U.S. military in Vietnam.

MILITARY INTELLIGENCE ORGANIZATIONS
The U.S. military in Vietnam was supported by a variety of intelligence organizations, including the Central Intelligence Agency (CIA), the Defense Intelligence Agency (DIA), and the Special Forces.

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During the two decades of American involvement in the Vietnam War, age-old intelligence goals remained consistent: produce accurate, reliable, timely, and relevant intelligence to support military and political decision-making. As the war progressed, intelligence agencies grew and evolved, as did the technology and techniques used for intelligence collection and dissemination. This four-panel-poster provides snapshots of intelligence organizations, types of intelligence, and some dissemination methods at their peak during the war. American intelligence operations were vital to the success of combat operations; and civilian and military intelligence personnel efforts established a foundation for the development of modern intelligence operations, policy, and doctrine.

Question Prompts

1. From a military and/or national perspective, how is intelligence defined?
 - a. What does it entail?
 - b. What is the intelligence process?
 - c. Why is it so very important for the military to have intelligence that is both timely and accurate?
 - d. How did U.S. armed forces use that information?

2. What were some of the similarities between the CIA and the NSA?
 - a. What were some of their differences?
 - b. As the two agencies had the same shared mission, why do you think it was difficult for the two agencies to initially work together?
3. What enabled the U.S. to capture so many POWs and gain valuable information?
 - a. Why do you think so many North Vietnam servicemembers defected to South Vietnam?
4. Why were Combat Youth and Provincial Reconnaissance Units (PRU)s more prone to gather information from the enemy?
5. How were the following used to obtain intelligence about the enemy?
 - a. aerial photography
 - b. electronic intelligence
 - c. transcription of enemy encryptions
6. What lessons do you think we have learned from the Vietnam War that will aid in understanding modern day extremists' mindset?

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CLASSROOM MATERIALS (CONTINUED)

Posters

Making the Modern World

MAKING the MODERN WORLD
Public-Private Partnerships and Advancements in Science and Technology from 1955 to 1975

PART 1 OF 4

THE COMPUTER AGE

In the early 1950s, it was the DAD that supported innovations by buying them for the guidance systems of its rockets and missiles. The computerization of society, then, has conceivably have a side effect of the computerization of war.

INTRODUCTION

In the early 1950s, the DAD (Defense Advanced Research Project Agency) was established to support the development of advanced research and development projects. The DAD was the first of its kind, and it was the first to be established in the United States. The DAD was the first to be established in the United States. The DAD was the first to be established in the United States.

THE INTEGRAL CIRCUIT

The integrated circuit (IC) was developed in the late 1950s and early 1960s. It was the first to be developed in the United States. The IC was the first to be developed in the United States. The IC was the first to be developed in the United States.

BROKEN BREAD

The broken bread was developed in the late 1950s and early 1960s. It was the first to be developed in the United States. The broken bread was the first to be developed in the United States. The broken bread was the first to be developed in the United States.

CONCLUSION

The integrated circuit (IC) was developed in the late 1950s and early 1960s. It was the first to be developed in the United States. The IC was the first to be developed in the United States. The IC was the first to be developed in the United States.

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MAKING the MODERN WORLD
Public-Private Partnerships and Advancements in Science and Technology from 1955 to 1975

PART 2 OF 4

THE INTEGRAL CIRCUIT

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MAKING the MODERN WORLD
Public-Private Partnerships and Advancements in Science and Technology from 1955 to 1975

PART 3 OF 4

THE MICROPROCESSOR

The microprocessor was developed in the late 1960s and early 1970s. It was the first to be developed in the United States. The microprocessor was the first to be developed in the United States. The microprocessor was the first to be developed in the United States.

CONCLUSION

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MAKING the MODERN WORLD
Public-Private Partnerships and Advancements in Science and Technology from 1955 to 1975

PART 4 OF 4

THE PERSONAL COMPUTER

The personal computer was developed in the late 1970s and early 1980s. It was the first to be developed in the United States. The personal computer was the first to be developed in the United States. The personal computer was the first to be developed in the United States.

CONCLUSION

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Public-private partnerships lent public personnel, funds, and equipment to scientific expertise at nonprofits, universities, and private companies across the United States to place the nation at the forefront of global readiness. From 1955 to 1975, the U.S. created and deployed sensors to detect adversaries, global positioning systems to accurately navigate its own and allied forces, unmanned aircraft to safely monitor areas of national interest, networked communications systems to quickly transmit strategic information, and smart munitions to limit collateral damage. These inventions grew beyond their original purpose to become staples of modern civilian life.

Question Prompts

1. What compelled the federal government and military branches of service to partner with public and private nongovernment entities?
 - a. How were advancements in technology used to facilitate America's goal of sustaining security and defense?
 - b. From 1955 to 1975 (throughout the Vietnam War span), how has the collaboration of public and private

- sectors shaped our modern world?
- i. How did that collaboration pave the way for technological advancements in the computer industry to explode exponentially?
 - ii. How did continual advances in computer (hardware and software) launch opportunities for global success and the “information age” as we know it today?
2. What was the significance of a small beach ball size satellite called “Sputnik” to the U.S. government?
 - a. What did its presence over the Earth’s atmosphere urgently prompt America to explore?
 - b. What findings did scientists make that allowed the U.S. to track Sputnik’s proximity to earth?
 - c. What did networked computer systems enable U.S. defense to do regarding satellites in space?
 - d. How did networked computer access open the door for GPS navigation and the internet as we now know it today?
 3. How did a video game about two ships fighting in space (Spacewar) be connected to the race for dominance in the space between the United States and the Soviet Union?
 - a. How did PDP-1 add to research?
 - b. How did the “Brown Box” influence the video gaming industry?
 - c. What effect did the development of the console have on gaming?
 4. Why do you think technological innovations derived from gaming defense simulations and research stimulated scientific inquiry and modernization at exponential rates?
 5. Why does using only a data driven approach to understand human behavior have limitations?
 - a. What was Secretary of Defense Robert McNamara’s fallacy?
 - b. How did it effect decisions made regarding defense against the Viet Cong throughout the Vietnam War?
 - c. Why did sociologist Daniel Yankelovitch call McNamara’s misjudgment, “The McNamara Fallacy.”?
 - i. What is the sociologist’s reasoning?
 - d. How did historians propose to rectify this fallacy?
 - e. What did the alternative methods propose?
 - i. What solutions come out of that change in methodology?
 - ii. What did it cause to happen in sociology research?
 6. The period from 1955 to 1975 (from the beginning to the end of the Vietnam War), a wealth of innovations, creations, and solutions sprung from curiosity and the need to defend and protect the United States. To that end, an incredible legacy was born. What does that legacy look like today? Please explain and give examples.

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CLASSROOM MATERIALS (CONTINUED)

Posters

Medical Advancements of the Vietnam War

MEDICAL ADVANCEMENTS OF THE VIETNAM WAR
PART 1 OF 3

Throughout our nation's history, armed conflicts have compelled the military and medical profession to introduce innovations for the care and treatment of America's servicemembers. The Vietnam War was no exception.

Whether on land or sea, in jungles, deserts, mountains, or in some of the most remote and rugged U.S. territories, allies, and civilians received extraordinary health care during the Vietnam War. According to one source, 97.4 percent of casualties who reached the hospital survived. Rapid and effective evacuation and advancements in pre-hospital care were partly responsible for the higher number of wounded servicemembers who survived their injuries. Many of the medical advancements first pioneered by military healthcare professionals during the Vietnam War have become common practice in healthcare systems around the globe.

Medical Evacuation and Pre-Hospital Care

Perhaps the most striking innovation of the Vietnam War was medical air evacuation by helicopter. Prior to the Vietnam War, medical air evacuation had been conducted using fixed-wing aircraft, which were severely limited by the need to use runways for takeoff and landing. During the Korean War, the U.S. military first experimented with medical air evacuation by helicopter. In 1952, the first rotary-wing medical evacuation was conducted by a Sikorski HO4S helicopter. The first rotary-wing medical evacuation was conducted by a Sikorski HO4S helicopter in 1952. The first rotary-wing medical evacuation was conducted by a Sikorski HO4S helicopter in 1952. The first rotary-wing medical evacuation was conducted by a Sikorski HO4S helicopter in 1952.

Pre-hospital Care

The care of Army, Navy, Marine, and Air Force units and individuals in the field was a major challenge during the Vietnam War. The medical profession responded with the introduction of large, forward-deployed medical units. These units were specifically configured to receive up to nine wounded or sick and provide emergency medical care on-site in the field.

Servicemembers in Vietnam who required hospitalization often remained multiple injuries or compound wounds.

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MEDICAL ADVANCEMENTS OF THE VIETNAM WAR
PART 2 OF 3

of in-country military hospital care, the origin, preventive interventions in origin.

Monoclonal antibodies, a serious bacterial infection of the digestive tract, were first identified in the United States in 1975. The origin of the disease was traced to a soldier in Vietnam. The origin of the disease was traced to a soldier in Vietnam. The origin of the disease was traced to a soldier in Vietnam. The origin of the disease was traced to a soldier in Vietnam.

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MEDICAL ADVANCEMENTS OF THE VIETNAM WAR
PART 3 OF 3

caution of the wounded to treatment and management, military medical care came about through the efforts of Vietnam.

During the Vietnam War, the military established the first emergency and critical care units in the field. These units were specifically configured to receive up to nine wounded or sick and provide emergency medical care on-site in the field.

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Throughout our nation's history, armed conflicts have compelled the military and medical profession to introduce innovations for the care and treatment of America's servicemembers. The Vietnam War was no exception. According to one source, 97.4 percent of casualties who reached the hospital survived. Rapid and effective air evacuation by "Dust Off" helicopter pilots and advancements in pre-hospital care were partly responsible for the higher number of wounded servicemembers who survived their injuries. Many of the medical advancements first pioneered by ingenious and caring military healthcare professionals during the Vietnam War have become common practice in healthcare systems around the globe.

Question Prompts

1. Prior to the Vietnam War, medical air evacuation had been conducted using fixed-wing aircraft. What limitations did physicians encounter using that model?
 - a. What innovations came out of the need to alleviate those limitations?
 - b. How did those novel approach(es) to medical evacuation protocols change as the Vietnam War progressed?

2. What did the term “Dust Off” refer to during the Vietnam War?
 - a. Why was it easier to transport wounded soldiers by helicopter during the war?
 - b. Why did it appear to be safer despite being open on both sides to enemy fire?
3. What were some of the accelerated advancements in pre-hospital care as medics and corpsmen discovered new treatments for injured and sick servicemembers during the Vietnam War?
 - a. Are any of those new discoveries being utilized in modern day medical practice today? Please elaborate.
 - b. What does the term “The golden hour” mean in reference to a patient’s survival rate?
 - c. How did flight crew’s stabilization of wounded servicemembers during air evacuations along with surgical teams’ treatment of patients for hemorrhagic and traumatic shock influence a patient’s survival rate?
4. How did anesthesiologists improve diagnosis and treatment of injured and sick servicemembers during the Vietnam War?
 - a. How did the Armed Services Blood Program (ASBP) ensure that the blood supply was sufficient to meet demand during the Vietnam War?
5. How is malaria spread and why was the spread of that disease so challenging for doctors during the Vietnam War?
 - a. How were doctors able to treat patients with malaria and prevent its spread?
 - b. What new discoveries did doctors uncover about the root causes of malaria and how to properly inform and train soldiers about proactive preventive actions to take?
6. What are the four types of serogroups of meningococcal meningitis? What did doctors discover about each disease?
 - a. What patterns did doctors discover about patients who encountered each disease?
 - b. What patterns did doctors observe in the treatment outcomes of patients suffering from these illnesses?
 - c. How did doctors use that information to develop new vaccines and possible cures for those diseases?
 - d. How are those discoveries being utilized in modern day medical practice?
7. What precautions does the U.S. military take today to ensure the safety of servicemembers against infectious and deadly diseases?
 - a. How does the military train new recruits to be proactive against being infected with these diseases around the world?

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- a. How did the United States Military Assistance Advisory Group's Medical Training Team support South Vietnamese nurses?
4. How did technology interface with the medical community?
5. Compare and contrast the duties of a nurse and the duties of airmobility helicopter ambulance first responders?
6. In addition to providing medical care to servicemembers, many military nurses performed the same functions as other uniformed personnel in and outside of the battlefield. In what ways did these nurses sacrifice themselves beyond the call of duty?

See Posters at: <http://www.vietnamwar50th.com/education/posters/>

- a. On July 20, 1984, President Reagan declared that day as National POW/Unaccounted-for Personnel Recognition Day. Why do you think recognizing unaccounted-for personnel was merged with recognizing POWs?
2. What made the experience of American uniformed personnel serving in the Vietnam War different from experiences of American servicemembers fighting in other wars, prior to or after the Vietnam War?
3. Why did civilian and government officials consider it urgent to quickly find servicemembers that have been designated as unaccounted-for personnel stationed in South Vietnam, Laos, and Cambodia during the Vietnam War?
 - a. What are some of the circumstances that investigators and search teams face, during and after the Vietnam War ended, that can hinder rescue operations of accounted-for personnel?
 - i. What are some of the steps taken to overcome these obstacles?
 - b. Explain the process that scientists use when determining if remains are human.
 - c. What evidence do scientists use to determine the origin of the remains?
 - d. Why is it now necessary for the Armed Forces Medical Examiner System (AFMES) to develop new forensic testing methods as traditional testing methods no longer work?
 - i. Why is there a call for young people today to contribute to this effort?
4. After the war ended, why was it necessary to have full cooperation from the former enemy and the Socialist Republic of Vietnam, to find Americans that were Unaccounted-for Personnel during the Vietnam War?
 - a. Why do you think diplomacy and relationship building were and remain so important in making this happen?
 - b. Do you consider these actions important in all international relations? Why or Why not?
5. How did the advent of DNA testing change the direction of identifying remains?
 - a. Are full skeletons recovered from Southeast Asia? Why, or why not?
 - b. Why do you think it is equally important to recover the personal objects carried by unaccounted-for personnel, as it is to find human remains?
6. What do you think the author means by saying, “ ... what the Nation lost and what it has reclaimed”? Please explain.
7. What lessons are learned from the search and rescue missions established to find those that were unaccounted-for or presumed POW?

See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

Riverine Operations in the Vietnam War

RIVERINE OPERATIONS IN THE VIETNAM WAR
PART 1 OF 3

The Mekong Delta, where the Mekong River fans out and empties into the South China Sea, was one of the most economically and strategically important areas of Southeast Asia during the Vietnam War. Six million people, nearly 60 percent of South Vietnam's population, lived in this humid wetland region south of Saigon.

TASK FORCE 116 AND OPERATION GAME WARDEN

In June the Viet Cong grip on the Delta, the U.S. Navy established Task Force 116 in 1965. Composed of about 100 boats, Task Force 116 was the largest of its kind. From their concealed bases in the Delta, Viet Cong troops launched attacks against nearby allied forces and harassed water traffic moving in and out of the port of Saigon.

RIVER PATROL BOATS

The Navy responded to Viet Cong river operations by establishing River Patrol Boats (RPBs) in the Mekong Delta. RPBs were used to patrol the river and to provide support to allied forces. They were also used to transport supplies and to provide medical aid to the wounded.

RIVERINE OPERATIONS IN THE VIETNAM WAR
PART 2 OF 3

There were as many as 50,000 Viet Cong troops in the Mekong Delta, representing 70 percent of the Viet Cong's total strength. The Viet Cong used the Delta as a base for their operations and to launch attacks against allied forces.

The Mekong River Force saved the Delta during 1965.

THE TET OFFENSIVE

In January 1968 Communist forces launched the Tet Offensive. Over 84,000 troops, mostly Viet Cong, simultaneously attacked hundreds of towns, cities, and bases across South Vietnam. In the Delta, the Viet Cong forces off guard. However, they received quickly and general combat training, which enabled them to repel the Viet Cong attacks.

MEAL OF HONOR RECIPIENT: PETTY OFFICER FIRST CLASS JAMES WILLIAMS, U.S. NAVY

On October 11, 1966, Petty Officer First Class James Williams was killed in action while serving on the USS (LST-1166) in the Mekong Delta. Williams was a member of the Mekong River Force and was killed while on duty. He was posthumously awarded the Medal of Honor for his heroic actions.

RIVERINE OPERATIONS IN THE VIETNAM WAR
PART 3 OF 3

With its rich, fertile soil and plentiful water, the Delta produced most of the country's rice crop and its 3,000-mile network of waterways afforded farmers with an efficient means to transport their produce to market. But in 1965, a group of Communist insurgents, known to U.S. troops as the Viet Cong, dominated the Mekong Delta and the adjacent Rung Sat mangrove swamp.

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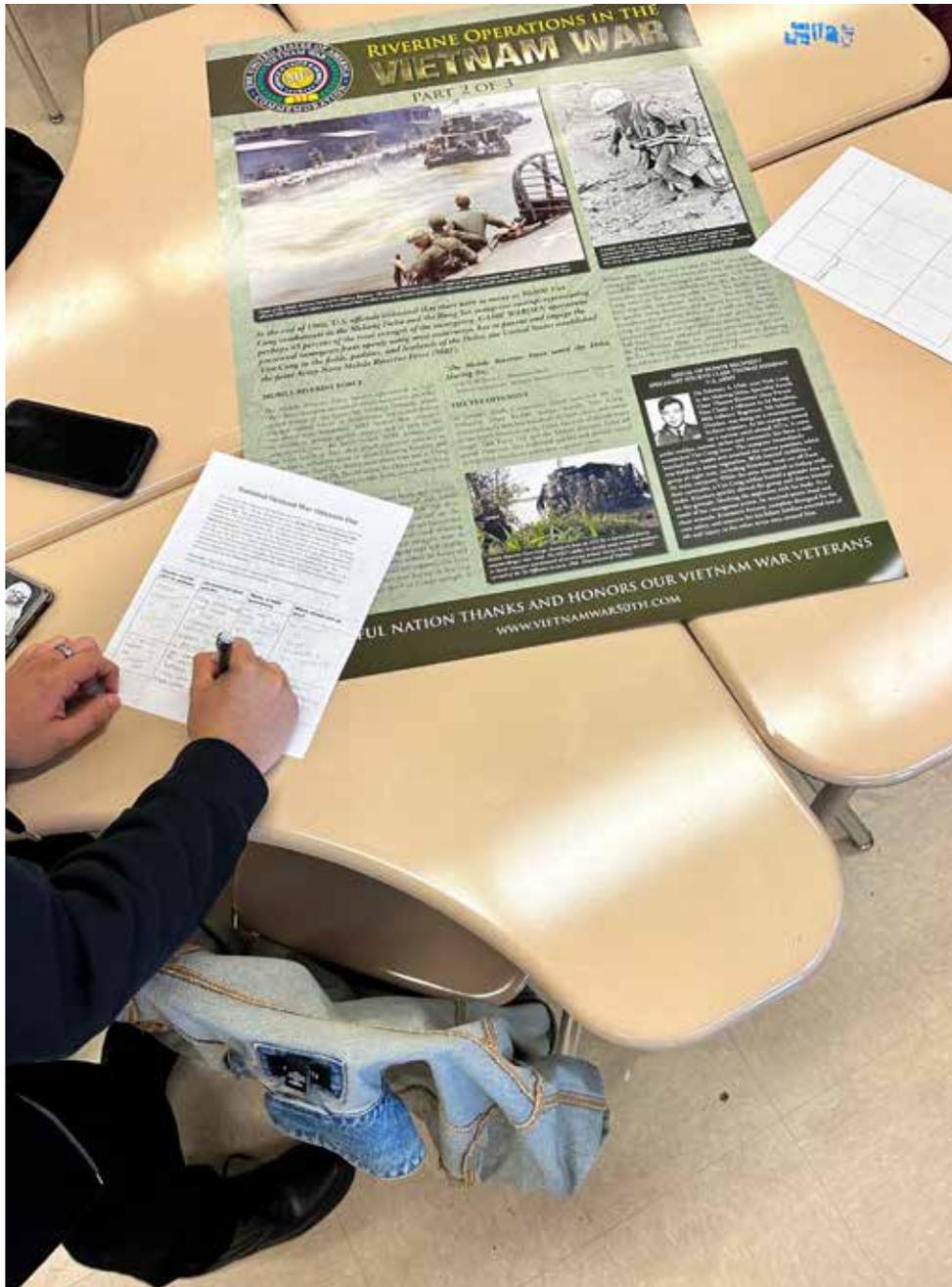
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Question Prompts

1. Why was the Delta so important to Vietnam?
 - a. What did it provide and how was it used?
 - b. What was the motivation for the Viet Cong to dominate the Mekong Delta and the adjacent Rung Sat mangrove swamp?

- c. What was the U.S. military charged to do in this region?
2. From its inception until 1967, how was GAMEWARDEN able to secure a substantial portion of the Mekong Delta and the Rung Sat by the year 1967?
3. What did the MRF consist of?
 - a. How did the MRF fight to reduce the Viet Cong's strength in the Delta?
4. What was the Tet Offensive?
 - a. In what way(s) was that battle challenging for GAMEWARDEN and MRF?
 - b. How did MRF and GAME WARDEN recover from the challenge and what was the outcome?
5. What happened in 1973 that caused the U.S. to reach a peace agreement with North Vietnam?
 - a. Why did the war continue after that agreement was made?



See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

The Coast Guard in the Vietnam War



THE COAST GUARD IN THE VIETNAM WAR

PART 1 OF 3



INTRODUCTION

Early in 1965, the United States Coast Guard was called upon to support the U.S. military in Vietnam. The Coast Guard's role was to provide a wide range of services, including search and rescue, medical evacuation, and law enforcement. The Coast Guard's presence in Vietnam was a significant part of the U.S. military's mission in Southeast Asia.

COAST GUARD SQUADRON ONE

The Coast Guard's first major contribution to the Vietnam War was the formation of Coast Guard Squadron One in April 1965. This squadron was composed of the USCGC Spencer (WMEC-905), the USCGC Spencer (WMEC-905), and the USCGC Spencer (WMEC-905).

COAST GUARD SQUADRON THREE

Coast Guard Squadron Three was established in July 1965. It was composed of the USCGC Spencer (WMEC-905), the USCGC Spencer (WMEC-905), and the USCGC Spencer (WMEC-905).

COAST GUARD SQUADRON FIVE

Coast Guard Squadron Five was established in August 1965. It was composed of the USCGC Spencer (WMEC-905), the USCGC Spencer (WMEC-905), and the USCGC Spencer (WMEC-905).

COAST GUARD SQUADRON SEVEN

Coast Guard Squadron Seven was established in September 1965. It was composed of the USCGC Spencer (WMEC-905), the USCGC Spencer (WMEC-905), and the USCGC Spencer (WMEC-905).

COAST GUARD SQUADRON NINE

Coast Guard Squadron Nine was established in October 1965. It was composed of the USCGC Spencer (WMEC-905), the USCGC Spencer (WMEC-905), and the USCGC Spencer (WMEC-905).

COAST GUARD SQUADRON ELEVEN

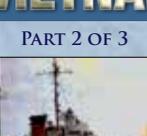
Coast Guard Squadron Eleven was established in November 1965. It was composed of the USCGC Spencer (WMEC-905), the USCGC Spencer (WMEC-905), and the USCGC Spencer (WMEC-905).

COAST GUARD SQUADRON THIRTEEN

Coast Guard Squadron Thirteen was established in December 1965. It was composed of the USCGC Spencer (WMEC-905), the USCGC Spencer (WMEC-905), and the USCGC Spencer (WMEC-905).

THE COAST GUARD IN THE VIETNAM WAR

PART 2 OF 3



INTRODUCTION

The Coast Guard's role in Vietnam was multifaceted, involving search and rescue, medical evacuation, and law enforcement. The Coast Guard's presence in Vietnam was a significant part of the U.S. military's mission in Southeast Asia.

SEARCH AND RESCUE

The Coast Guard's search and rescue operations in Vietnam were critical to the survival of many U.S. military personnel. The Coast Guard's search and rescue teams were highly trained and equipped to handle the unique challenges of the Vietnam War.

MEDICAL CIVIC ACTION PROGRAMS (MEDCAP)

The Coast Guard's Medical Civic Action Program (MEDCAP) was a significant part of its mission in Vietnam. MEDCAP teams provided medical care to the Vietnamese people, helping to improve their health and well-being.

SHIPPING ADVISORY UNIT AND THE MERCHANT MARINE DETAIL

The Coast Guard's Shipping Advisory Unit and the Merchant Marine Detail were responsible for ensuring the safe and efficient operation of the U.S. merchant marine in Vietnam. These units provided a wide range of services, including navigation, weather forecasting, and search and rescue.

PORT SECURITY AND WATERWAYS DETAIL (PSWD) AND EXPLOSIVES LOADING DETACHMENTS (ELD TEAMS)

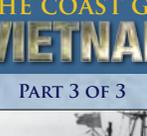
The Coast Guard's Port Security and Waterways Detail (PSWD) and Explosives Loading Detachments (ELD Teams) were responsible for ensuring the security of U.S. ports and waterways in Vietnam. These units provided a wide range of services, including port security, waterway security, and explosives handling.

MARINE POLICE ADVISOR

The Coast Guard's Marine Police Advisor was responsible for providing advice and support to the U.S. Marine Corps in Vietnam. The Marine Police Advisor provided a wide range of services, including law enforcement, search and rescue, and medical care.

THE COAST GUARD IN THE VIETNAM WAR

PART 3 OF 3



INTRODUCTION

The Coast Guard's mission in Vietnam was a complex and demanding one. The Coast Guard's presence in Vietnam was a significant part of the U.S. military's mission in Southeast Asia.

LEGACY AND IMPACT

The Coast Guard's mission in Vietnam was a significant part of the U.S. military's mission in Southeast Asia. The Coast Guard's presence in Vietnam was a significant part of the U.S. military's mission in Southeast Asia.

CONCLUSION

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The U.S. Coast Guard maintained a presence in Vietnam for ten years. In July 1965, USCGC Point Orient exchanged fire with Viet Cong in the Service's first combat since World War II, and it was not until April 1975 that this Military Service shut down its last LORAN-C station in Vietnam. In that time, approximately 8,000 Coast Guardsmen served in Vietnam. This three-panel poster highlights the Coast Guard's organization in Vietnam, and the many roles Coast Guardsmen performed while serving there. It also details the vessels the Coast Guard brought with it, and how the U.S. Coast Guard presence enhanced the U.S. Military's mission in Southeast Asia.

Question Prompts

1. What is the purpose or mission of the U.S. Coast Guard?
 - a. How does it support the other branches of the armed forces?
 - b. How does it support American citizens?
2. Why did the U.S. Navy decide to petition the Coast Guard to take part in protecting the Vietnamese waterways during the Vietnam War?

- a. How did the Navy, the Treasury Department, and the Coast Guard collaborate to ensure that the waters were protected from the North Vietnamese and the Viet Cong?
3. What were some of the challenges that the Coast Guard faced?
 - a. What efforts were made to combat those challenges or avoid enemy infiltration or attacks?
4. Why was the accuracy of navigation so very critical to the mission of the U.S. Coast Guard?
 - a. Consider how navigation is used today. How has today's navigation been influenced by the navigation practices that the Coast Guard applied during the Vietnam War?
5. How did the policy for the U.S. Coast Guard change between the Johnson administration and the Nixon administration?
 - a. How were the needs of servicemembers different during the two administrations?
6. The U.S. Coast Guard's motto is to always be ready.
 - a. What does the U.S. Coast Guard need to be "always ready" for?
 - b. Why must it continually exist in a state of full readiness?
 - c. How did the intervention of the U.S. Coast Guard help save hundreds of lives during the Vietnam War?
7. The U.S. Coast Guard is often overlooked relative to its history in the Vietnam War. Why should their importance be noted?

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CLASSROOM MATERIALS (CONTINUED)

Posters

The POW Experience in the Vietnam War

THE POW EXPERIENCE IN THE VIETNAM WAR

(PART 1 OF 4)

And then a Viet Cong started beating my side of the bushes. And when he got to the front of me he yelled. And I knew—the jig was up.

—Michael Beaton

Introduction

While examining twentieth century U.S. Prisoners of War, Colonel R. J. Ursano, M.D., sought to understand "There is no POW experience." Vietnam War POWs were not a monolithic group of men and women. Of the roughly 600,000 American military personnel who served in Vietnam, only about 13,000 were captured and held in captivity. The POW experience was shaped by a variety of factors, including the location of capture, the duration of imprisonment, and the treatment of prisoners. This poster series explores the diverse experiences of American POWs in Vietnam, from the moment of capture to their eventual repatriation.

Captives

Captives included both soldiers and civilians, and their experiences varied significantly. Some were captured in the line of duty, while others were taken prisoner during the search for the "Secret War" in the jungles of Vietnam. The poster series includes the stories of Michael Beaton, a Marine who was captured in 1965, and Mary Anne Fuller, a civilian who was captured in 1967. Their stories provide a personal perspective on the challenges and hardships of life as a POW in Vietnam.

THE POW EXPERIENCE IN THE VIETNAM WAR

(PART 2 OF 4)

Major enemy was whittling away the years.

—Eugene "Red" McDaniel

Introduction

Life as a POW in Vietnam was a constant struggle. The major enemy was not just the physical conditions of the prison, but the psychological toll of being held captive for years. Eugene "Red" McDaniel, a Marine who was captured in 1965, describes the mental and physical challenges he faced during his imprisonment. He talks about the "whittling away" of his years and the impact of isolation and uncertainty on his mental health.

Life

Life in a POW camp was a daily battle for survival. Prisoners were often held in harsh conditions, with limited food, water, and medical care. They were subjected to physical and psychological abuse, and their lives were a constant state of uncertainty. Despite these challenges, many prisoners found ways to cope and maintain their sense of self. Some engaged in creative activities, while others focused on staying physically fit. The poster series includes the story of Eugene "Red" McDaniel, who describes the daily struggles of life in a POW camp.

THE POW EXPERIENCE IN THE VIETNAM WAR

(PART 3 OF 4)

feeling that you had descended into and you're gone. You come home.

—Evert Alvarez

Introduction

The POW experience was a journey of resilience and hope. Evert Alvarez, a Marine who was captured in 1965, describes the challenges of life in a POW camp and the impact of being held captive for years. He talks about the feeling of being "descended into" and the hope of coming home. The poster series includes the story of Evert Alvarez, who describes the challenges of life in a POW camp and the impact of being held captive for years.

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THE POW EXPERIENCE IN THE VIETNAM WAR

(PART 4 OF 4)

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While examining twentieth century U.S. Prisoners of War, Colonel R. J. Ursano, M.D., sagely remarked “There is no one POW experience.” Though Vietnam produced far fewer POWs than the Korean War or World War II, for their part, Vietnam POWs experienced longer lengths of imprisonment. It was common for POWs to spend well over one or even two thousand days in confinement, equaling five or more years; several prisoners endured more than eight years in captivity. The majority were officers and downed pilots. U.S. POW returnees included 332 Air Force, 149 Navy, 121 Army, and 28 Marine Corps servicemen, in addition to 54 civilians. The following Poster is a description of the POW Experience in Vietnam and is drawn from the recollections of POWs and their loved ones.

Question Prompts

- The poster describes the moment of capture.
 - What experiences were common to the POWs in the moment of capture?
 - What resonated with you about these moments and why?
- Describe what imprisonment looked like for U.S. POWs.
 - What were the conditions?

- b. What types of food were they given?
 - c. How did the conditions and experiences of those held captive in the South differ from those held captive in the North?
3. Why were the U.S. POWs tortured?
- a. How did they handle it?
 - b. How effective do you think torture was in Vietnam?
4. What were the experiences of POW wives, mothers, and their children?
- a. How did they cope with their loved one's captivity?
 - b. What were some of their reactions?
5. You are a POW who has been released after eight years of captivity. Imagine the world you knew eight years ago.
- a. What would be different about the United States from eight years ago?
 - b. What would be some of the difficulties readjusting to life after captivity?



Alexandra Vasiliadis, Social Studies teacher at Newton High School in New York, initiates Vietnam War lessons as part of the school's pacing calendar.

See Posters at: <http://www.vietnamwar50th.com/education/posters/>

- b. Were there circumstances in American society that may have encouraged women to enlist?
- 3. Women served in Vietnam in every branch of the U.S. Armed Forces. In each branch, women were able to rise in rank.
 - a. Who were some of the first women in the Vietnam War that were recognized with distinction?
 - i. What were their contributions?
 - b. What situation(s) provided increased opportunities for women in the armed forces?
 - i. Were women able to receive recognition in every occupation within the armed services?
 - ii. Were some branches more difficult to enter or receive promotion than other branches?
 - iii. Did women experience discrimination? If so, what did that look like?
- 4. How did servicewomen volunteer during their off-duty time to help the local South Vietnamese civilian population?
- 5. What were some of the initial improvements that the U.S. Armed Forces made in the interest of inclusion for women?
- 6. Imagine you are a young woman volunteering to serve in the Vietnam War.
 - a. What might have encouraged you to sign up?
 - b. Does your family support your decision to join the armed forces?

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CLASSROOM MATERIALS (CONTINUED)

Posters

The United States Road to War in Vietnam

THE UNITED STATES ROAD TO WAR IN VIETNAM

1945
SEPTEMBER 2
Ho Chi Minh, a Vietnamese nationalist who admired the works of Marx and wanted to establish a socialist state in his country, issues a "Declaration of Independence," borrowing language from the U.S. Declaration and stating, "...we, members of the Provisional Government, representing the whole Vietnamese people, declare that from now on we break off all relations of a colonial character with France." Although France would initially acknowledge this Declaration of Independence, the stage was set for what would become a decade-long conflict between France and Ho Chi Minh's communist-backed Viet Minh forces.

1950
JANUARY 14
The People's Republic of China formally recognized Ho Chi Minh's Democratic Republic of Vietnam and began sending military advisers, modern weapons and equipment to the Viet Minh. Later in January, the Soviet Union extended diplomatic recognition of the Democratic Republic of Vietnam.

1950
FEBRUARY 27
President Truman signs NSC 64, a memorandum that recommended "that all practicable measures be taken" to check further communist expansion in Southeast Asia.

1950
MAY 8
United States announces that it was "according economic aid and military equipment to the associated states of Indochina and to France in order to assist them in restoring stability and permitting these states to pursue their peaceful and democratic development."

1950
SEPTEMBER 17
United States establishes the Military Assistance Advisory Group (MAAG), Indochina, in Saigon. Its primary function was to manage American military aid to and through France to the Associated States of Indochina (Vietnam, Laos, and Cambodia) to combat communist forces.

1954
MAY 7
The conflict between French forces and the Viet Minh culminated in the battle at Dien Bien Phu. Between March 13 and May 6, 1954, CIA contracted pilots and crews made 682 airdrops to the beleaguered French forces. On May 7, French forces surrendered to the Viet Minh after a 55 day battle, marking the end to France's attempt to hold on to its colonial possession.

1954
JULY 20
The French defeat at Dien Bien Phu led to the Geneva Accords which established a cease-fire in Laos, Cambodia, and Vietnam and divided the country into a North and South Vietnam with a demilitarized zone along the 17th Parallel. French forces had to withdraw south of the parallel, the Viet Minh withdrew north of it. Within two years, a general election was to be held in both north and south for a single national government.

THE UNITED STATES ROAD TO WAR IN VIETNAM

Southeast Asia Treaty Organization (SEATO) is formed as a military alliance to check communist expansion, and included France, Great Britain, United States, Australia, New Zealand, the Philippines, Thailand, and Pakistan.

By 1955, France had given up its military advisory responsibilities in South Vietnam, and the United States assumed the task. To appropriately focus on its new role, on November 1 the United States redesignated MAAG, Indo-China as MAAAG, Vietnam and created a MAAG, Cambodia. MAAG, Vietnam then became the main conduit for American military assistance to South Vietnam and the organization responsible for advising and training the South Vietnamese military.

In the face of South Vietnam's failure to defeat the communist insurgency and the increasing possibility that the insurgency might succeed, Secretary of State Dean Rusk and Secretary of Defense Robert McNamara recommend to President John F. Kennedy, "to commit ourselves to the objective of preventing the fall of South Viet-Nam to Communism and that, in so doing so, ...recognize that...the United States and other SEATO forces may be necessary to achieve this objective."

President Kennedy substantially increased the level of U.S. military assistance to Vietnam. National Security Action Memorandum 111, dated November 22, stated that: "The U.S. Government is prepared to join the Viet-Nam Government in a sharply increased joint effort to avoid a further deterioration in the situation in South Viet-Nam."

Kennedy's decision resulted in sending to South Vietnam the USS Cowi with men and materiel aboard (12 F-105, 21C Shawnee helicopters and 400 air and ground crewmen to operate and maintain them). Less than two weeks later, the helicopters, flown by U.S. pilots, would provide combat support in an operation west of Saigon.

Military Assistance Command, Vietnam (MACV) is created and commanded by General Paul D. Harkins. Henceforth, MACV directed the conduct of the war and supervised Military Assistance and Advisory Group-Vietnam.

President Lyndon B. Johnson is sworn in as President, following the assassination of President Kennedy. U.S. policy vis-a-vis Vietnam would change dramatically under Johnson's Administration.

On August 2, 1964, North Vietnamese torpedo boats attacked the USS Maddox, a Navy destroyer, off the coast of North Vietnam. Two days later, a second attack was reported on another destroyer, although it is now accepted that the second attack did not occur. In the wake of these attacks, President Lyndon Johnson presented a resolution to Congress, which voted overwhelmingly in favor on August 7. The Tonkin Gulf Resolution stated that "Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression."

U.S. military aircraft begin attacking targets throughout North Vietnam in the strategic bombing campaign—Operation ROLLING THUNDER.

As the situation deteriorated in South Vietnam and the United States ramped up its air war activities there, the Da Nang air base in northern South Vietnam became both significant to those activities and vulnerable to attack by communist insurgents, the Viet Cong. To defend the air base, but specifically not to carry out offensive operations against the Viet Cong, President Johnson authorized the landing of the 9th Marine Expeditionary Brigade, about 5,000 strong, at Da Nang on March 8.

By May 1965, the situation had so deteriorated in South Vietnam that General William C. Westmoreland concluded that American combat troops had to enter the conflict as combatants, or else South Vietnam would collapse within six months. Johnson announced his decision at a press conference on July 26: "We will not surrender and we will not retreat...we are going to continue to persist, if persist we must, until death and desolation have led to the same [peace] conference table where others could now join us at a much smaller cost." On the same day he ordered the 1st Cavalry Division, Airmobile to Vietnam, with more units to follow. The United States was now fully committed.

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“While historians know with certainty that the Duke of Wellington bested Napoleon at Waterloo on 18 June 1815, the Germans surrendered on the Western Front on 11 November 1918, and the Japanese attacked Pearl Harbor on 7 December 1941, they must still live with ambiguity in offering answers to many complex historical questions. The question of when the Vietnam War started for the United States falls into that category of ambiguity. It is impossible to state categorically that one date or another is the precise date on which the start of the war for the United States occurred. Put differently and emphatically: no obvious and verifiable start date exists. Probably the truest, though not the most satisfactory statement to be made is that the process by which the United States became embroiled in the war was evolutionary and incremental.” (Excerpt from a paper by Dr. John Carland, Historical Office of the Secretary of Defense titled, “When Did the Vietnam War Start for the United States.”)

This three-poster series outlines some of the significant political decisions and military events that incrementally committed the United States to deeper involvement in the Vietnam War.

Question Prompts

1. What happened that prompted the split of Vietnam into two independent countries?
 - a. What important event occurred that prompted a 10-yr conflict between France and communist Viet Minh forces?
 - b. When did China and the Soviet Union recognize and support the Democratic Republic of Vietnam? Why?
2. What motivated the United States to provide economic aid to the associated states of Indochina and to France?
 - a. Why did the United States take France's place in supporting South Vietnam? What organizations were set up and what were they designed to do?
 - b. Why did President Kennedy decide to substantially increase the level of military assistance to Vietnam in 1961?
 - i. What was the result of that decision?
3. What was the Southeast Asian Treaty Organization?
 - a. What purpose did it serve?
 - b. Was it successful?
 - c. What other types of similar organizations exist today?

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CLASSROOM MATERIALS (CONTINUED)

Posters

U.S. Allies in the Vietnam War

UNITED STATES ALLIES IN THE VIETNAM WAR
INTRODUCTION (PART 1 OF 5)

UNITED STATES ALLIES IN THE VIETNAM WAR
REPUBLIC OF (SOUTH) KOREA (PART 2 OF 5)

UNITED STATES ALLIES IN THE VIETNAM WAR
THAILAND (PART 3 OF 5)

UNITED STATES ALLIES IN THE VIETNAM WAR
NZAC (PART 4 OF 5)

UNITED STATES ALLIES IN THE VIETNAM WAR
PHILIPPINES (PART 5 OF 5)

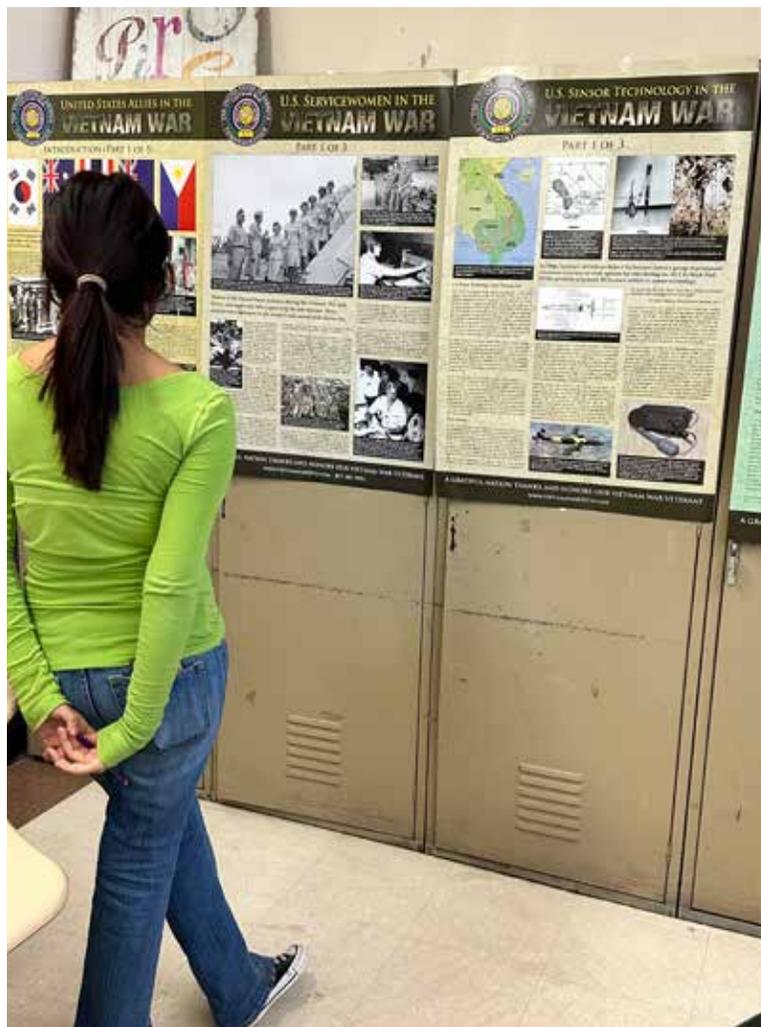
A GRATEFUL NATION THANKS AND HONORS OUR VIETNAM WAR VETERANS
WWW.VIETNAMWAR50TH.COM

The Vietnam War was a multinational effort to stem the tide of communist expansion supported by America's Cold War rivals, the Soviet Union and China in Southeast Asia. As in all conflicts, a complex web of motivating forces animated the combatants. Lofty ideals such as friendship, allegiance, and freedom spurred some to engage. Money, recognition, shared interests, and geo-political advantage played important roles in inciting action as well. Five nations joined the United States in sending combat troops to fight in South Vietnam against North Vietnam and the southern-based Viet Cong insurgency in the 1960s and 1970s. These nations were Australia, New Zealand, Philippines, Republic of Korea, and Thailand. This poster series describes their contributions and sacrifices during the Vietnam War.

Question Prompts

1. What countries joined the United States in their mission to support the Republic of Vietnam against communist aggression and expansion?
2. What does President Lyndon B. Johnson mean by the phrase "to destroy freedom" and how is that idea associated with the spread of communism?

- a. Why did the United States use the term “free world” when appealing to Western Blue noncommunist countries?
3. What skills did the Korean soldiers have that were advantageous to them against the communist forces?
 - a. In what ways did Korean soldiers support American soldiers?
 - b. Describe the relationship that the American forces appeared to have with the Korean armed forces.
4. What were the distinguishing factors that made Thailand an excellent U.S. ally in the Southeast Asian region?
 - a. Why did American servicemembers refer to Thai soldiers as “luckiest” soldiers in Vietnam?
 - b. How did Thailand help to meet the goal of the United States to hinder the spread of communism?
5. What does ANZUS stand for and what was it designated to be?
 - a. In the initial stages of Australian soldiers’ deployment to Vietnam, how did they support South Korea?
 - b. In what way(s) did Australia support American armed forces?
 - c. In what way(s) did New Zealand support South Korea’s war efforts?
6. What do the PHILCON) and the PHILCAG-V stand for and what were they designated to do?
 - a. Why did the Filipino government view the war in Vietnam as a humanitarian crisis?
 - b. Why did they feel compelled to help the United States?
 - c. What may have been the reasons why the Philippines chose to send medical staff rather than soldiers in the early years of the war?
 - d. What action(s) may be considered the Philippines’ greatest contribution(s) to the U.S. war effort?
7. What might be the reason(s) why opinions about the Vietnam War vary so much among participating nations?



See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

U.S. Army Airmobility in the Vietnam War

U.S. ARMY AIRMOBILITY IN THE VIETNAM WAR
PART 1 OF 3

U.S. ARMY AIRMOBILITY IN THE VIETNAM WAR
PART 2 OF 3

U.S. ARMY AIRMOBILITY IN THE VIETNAM WAR
PART 3 OF 3

The armies of the world no longer need to be tied to the ground.
— Lieutenant Colonel Robert R. Williams, Army Aviator, 1952

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Viewers will note in the poster below the use of the term “Airmobility” as a single word. When the U.S. Army began developing the air mobile concept, it originally coined the term “Airmobility” as a single word. The History & Legacy Branch has elected to keep that term in the poster below to maintain historical integrity. That language has evolved over time and today, the correct use of the term, as stated in the DOD Dictionary of Military and Associated Terms, is two words - Air Mobility. Vietnam is justifiably known as the “helicopter war.” The U.S. Army employed helicopters to carry soldiers to battle, supply its units, establish and sustain fire support bases, observe and provide gunship support, and conduct aeromedical evacuation. In performing all these functions, the helicopter became the centerpiece of Army operations in Vietnam, earned its place in the U.S. Military’s organizational structure, and achieved its greatest legacy: the helicopter as a fixture in all contemporary military operations.

Question Prompts

1. What led the Army to consider adding helicopters to its forces?
 - a. What factors about the helicopter made it appeal to the Army in particular?
 - b. Why did some initially resist using the helicopter in the U.S. Army?

2. During the Vietnam War, armed forces used helicopters to fly at different heights. How were decisions made in terms of how high a pilot flew a helicopter?
 - a. How did the mission or assignment change based on the height flown?
 - b. How was the strategy used in warfare to locate and defeat the enemy?
3. How did using a helicopter to transport injured and sick servicemembers to safety during the Vietnam War change the nature of military medicine?
 - a. What is the “golden hour” in medicine?
 - b. What is the “10-minute ruling”?
 - c. Considering the platinum 10 minutes and the golden hour, how has the helicopter impacted medicine?
4. How did the aeromedical helicopter get to be called “Dust Off”?
 - a. What is the enduring legacy of the term “Dust Off”?
 - b. Why do you think the term has sustained over the years since the Vietnam war?
5. What was the Army Tactical Mobility Requirements Board, or the “Howze Board” and what was it designed to do?
 - a. How did the results of the study change the face of helicopter usage during the war?
 - b. Considering helicopter usage today, how has it effected the lives of civilians?
6. What was Secretary Stevens referring to by the quote, “ ... on the threshold of a degree of strategic and battlefield mobility unparalleled in military history”?
 - a. Since the Vietnam War ended, was Secretary Stevens correct about how important the helicopter would become? Please explain and give examples to support your answer.

See Posters at: <http://www.vietnamwar50th.com/education/posters/>

CLASSROOM MATERIALS (CONTINUED)

Posters

U.S. Sensor Technology in the Vietnam War

U.S. SENSOR TECHNOLOGY IN THE VIETNAM WAR
PART 1 OF 3

U.S. Sensor Technology in the Vietnam War
PART 2 OF 3

U.S. SENSOR TECHNOLOGY IN THE VIETNAM WAR
PART 3 OF 3

A GRATEFUL NATION THANKS AND HONORS OUR VIETNAM WAR VETERANS
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The North Vietnamese Army used the Ho Chi Minh Trail to move men and materiel through Laos and Cambodia into South Vietnam. In response, the Secretary of Defense Robert McNamara approved deploying sensor technology along the trail to detect movement and their path of incursion. Static sensors were embedded in the ground or hung in jungle canopies in Laos and Cambodia to aid American aircraft in targeting communist troop and truck supply trains. Sensors also proved vital in combat to U.S. forces during the Battle of Khe Sanh. In the years following the Vietnam War, sensor technology has advanced significantly, and has made its presence felt on not only the modern battlefield, but in the everyday lives of American citizens.

Question Prompts

1. Vietnam was one of the first wars to employ sensors capable of detecting movement for intelligence gathering. What were its strengths? What were its weaknesses?
2. Why did the North Vietnamese construct the Ho Chi Minh Trail and what was it used for?
 - a. Why was that trail so significant to the North Vietnamese and so detrimental to the American forces?
3. In its beginning stages, how effective was sensor technology in detecting movement of the enemy in the Vietnam War?

- a. In what ways did sensor technology evolve as the needs of the military changed throughout the war's duration?
 - b. As the war progressed, what types of sensors were developed, what were their names, and what were they designed to do?
 - c. Did the U.S. Coast Guard find ways to apply sensor technology in its efforts to guard the borders? Please explain. How did the Navy apply sensor technology to fight the enemy?
4. The efficacy of sensor technology soon led to its use in other regions of Southeast Asia. What were some of those regions/countries and how was the technology used to meet agendas and missions?
 5. What do modern applications of sensor technology look like today in civilian life?
 - a. In your experience, how is sensor technology used in your life? In the lives of your parents?
 - b. How has it changed or influenced your behaviors in school, at home, and in your personal experiences?

See Posters at: <http://www.vietnamwar50th.com/education/posters/>



LIST OF ANNUAL HOLIDAYS AND OBSERVANCES

Please note that dates below are a combination of military and non-military holidays and observances that can be connected to the suggested events and activities throughout the year.

JANUARY

January 1 – New Year’s Day

Third Monday in January – Martin Luther King Jr. Day

FEBRUARY

February 3 – Four Chaplains Day

A day set aside to honor the four U.S. Army chaplains who gave their lives to save others when the troop ship USAT Dorchester sank during World War II.

Learn more at: <http://www.fourchaplains.org/>

February 14 – Valentine’s Day

Third Monday in February – President’s Day

February 19 – Coast Guard Reserve Birthday

Learn more at: <http://reserve.uscg.mil/>

MARCH

Month of the Military Caregiver

During the Month of the Military Caregiver, Americans recognize and honor military caregivers’ sacrifices and successes.

Learn more at: <http://www.elizabethdolefoundation.org/how-we-help/military-caregivers-week/>

March 3 – Navy Reserve Birthday

Learn more at: <https://www.navyreserve.navy.mil/Pages/default.aspx>

March 5 – Seabee Birthday

Learn more at: <https://seabeesmuseum.wordpress.com/tag/seabee-birthday/>

March 17 – St. Patrick’s Day

LIST OF ANNUAL HOLIDAYS AND OBSERVANCES (CONTINUED)

March 25 – National Medal of Honor Day

A day set aside to remember the courage and selfless sacrifice of Medal of Honor recipients.

Learn more at: <http://www.blogs.va.gov/VAntage/18481/national-medal-of-honor-day-march-25th/>

March 29 – Vietnam Veterans Day

President Trump signed into law the Vietnam War Veterans Recognition Act of 2017, officially designating March 29 as National Vietnam War Veterans Day. The day calls for the U.S. flag to be flown, and to show honor and respect to our Vietnam Veterans. Learn more at:

<http://www.ncsl.org/research/military-and-veterans-affairs/vietnam-veterans-day-legislation-and-statutes.aspx>

APRIL

Month of the Military Child

An opportunity to recognize military children and youth for their heroism, character, courage, sacrifices and continued resilience. Learn more at: <http://www.nctsn.org/resources/public-awareness/month-military-child>

April 5 – Gold Star Wives Day

A day set aside to recognize the sacrifices of Gold Star wives.

Learn more at: <http://www.goldstarwives.org/>

April 14 – Air Force Reserve Birthday

Learn more at: <http://www.military.com/air-force-birthday>

April 23 – Army Reserve Birthday

Learn more at: <http://www.usar.army.mil/Featured/Special-Features/Army-Reserve-Birthday/>

April 30 – National Military Brats Day

A day set aside so Americans can say thank you to these patriots, young and grown, for their dedication and sacrifice in the service of their country.

Learn more at: <https://warriorgirl3.wordpress.com/2016/04/30/national-military-brats-day/comment-page-1/>

MAY

National Military Appreciation Month

A month to recognize and show appreciation to the Armed Forces of the United States of America.

Learn more at: <http://www.military.com/military-appreciation-month>

May 1 – Silver Star Service Banner Day

A day set aside to honor our wounded, ill and dying military personnel by participating in flying a Silver Star Banner. Learn more at: <http://silverstarfamilies.org/home.aspx>

Friday before Mother's Day in May – Military Spouse Appreciation Day

A day set aside to acknowledge the contributions and sacrifices of the spouses of the U.S. Armed Forces. Learn more at: <https://www.daysoftheyear.com/days/military-spouse-appreciation-day/>

May 13 – Children of Fallen Patriots Day

A day to honor the families our Fallen Heroes have left behind – especially their children. It's a reminder to the community that we have an obligation to support the families of our Fallen Patriots.

Learn more at: <http://www.fallenpatriots.org/>

LIST OF ANNUAL HOLIDAYS AND OBSERVANCES (CONTINUED)

Second Sunday in May – Mother’s Day

Third Saturday in May – Armed Forces Day

A day set aside to pay tribute to men and women who serve in the United States’ Armed Forces.
For a downloadable poster, and to learn more at: <http://afd.defense.gov/>

Last Monday in May – Memorial Day (Decoration Day)

A day set aside to commemorate all who have died in military service for the United States. Typically recognized by parades, visiting memorials and cemeteries.

Learn more at: http://www.usmemorialday.org/?page_id=2

JUNE

June 14 – Flag Day

A day to commemorate the adoption of the United States flag.

Learn more at: <http://nationalflagday.com/default.asp>

June 14 – Army Birthday

Learn more at: <http://www.history.army.mil/html/faq/birth.html>

Third Sunday in June – Father’s Day

JULY

July 4 – Independence Day

July 29 – Anniversary of the Army Chaplain Corps

Learn more at: <https://armyhistory.org/u-s-army-chaplain-corps/>

AUGUST

August 4 – Coast Guard Birthday

Learn more at: <http://wow.uscgaux.info/content.php?unit=130-05-02&category=city-proclamation>

August 7 – Purple Heart Day

National Purple Heart Day honors the men and women who have been wounded or killed in military service. Learn more at: <https://purpleheartfoundation.org/about-us/blog/2015/08/purple-heart-day-day-celebrate-courage-and-sacrifice-combat-wounded-veterans/>

August 29 – Marine Forces Reserve Birthday

Learn more at: <http://www.marforres.marines.mil/>

LIST OF ANNUAL HOLIDAYS AND OBSERVANCES (CONTINUED)

SEPTEMBER

First Monday in September – Labor Day

September 11 – Patriot Day

Patriot Day is an annual observance on September 11 to remember those who were injured or died during the terrorist attacks in the United States on September 11, 2001.

Learn more at: <https://www.timeanddate.com/holidays/us/patriot-day>

Third Friday in September – POW/MIA Recognition Day

A time set aside to remember those who were prisoners of war (POW) and those who are missing in action (MIA), as well as their families.

Learn more at: <http://www.pow-miafamilies.org/events/recognition-day/>

September 18 – Air Force Birthday

Learn more at: <http://www.military.com/air-force-birthday>

Last Sunday in September – Gold Star Mother’s and Family’s Day

A day set aside to honor the families of our nation’s fallen service members.

Learn more at: <https://www.timeanddate.com/holidays/us/gold-star-mothers-day>

OCTOBER

Second Monday in October – Columbus Day

October 13 – Navy Birthday

Learn more at: <https://www.history.navy.mil/browse-by-topic/commemorations-toolkits/navy-birthday.html>

NOVEMBER

Military Family Month

A month to honor and celebrate the contributions and sacrifices of the families of the U.S. Armed Forces.

Learn more at: https://www.army.mil/article/158106/November_designated_as_Month_of_the_Military_Family/

November 10 – Marine Corps Birthday

Learn more at: <http://www.military.com/marine-corps-birthday>

November 11 – Veterans Day

The anniversary date of the signing of the armistice which ended the World War I. Also a day set aside to thank military veterans for their service.

Learn more at: <https://www.va.gov/opa/vetsday/vetdayhistory.asp>

Fourth Thursday in November – Thanksgiving Day

LIST OF ANNUAL HOLIDAYS AND OBSERVANCES (CONTINUED)

DECEMBER

December 13 – National Guard Birthday

Learn more at: <http://www.nationalguard.mil/About-the-Guard/How-We-Began/>

December 25 – Christmas Day

December 31 – New Year's Eve

MISCELLANEOUS

Alive Day

Commemorates the day a veteran suffered near-fatal battlefield injuries yet managed to survive.

Learn more at: <http://www.operationward57.org/2012/04/celebrating-alive-day/>

National Wreaths Across America (December and January)

An annual laying of wreaths at Arlington National Cemetery and other veterans cemeteries across the nation and abroad.

Learn more at: <http://www.wreathscrossamerica.org/#join-us>

Red Shirt Friday (RED - Remembering Everyone Deployed)

Wear a red shirt on Friday to show support of our service men and women.

Learn more at: <http://redshirtfridays.org/>

Support Military Personnel

Organizations that support military personnel and their families in various ways.

Learn more at: <http://militaryfamily.com/helping-heroes/>

Please note that the List of Annual Holidays and Observances is not exhaustive and may change over time as result of more official holidays being added to the calendar year. Suggestions or ideas for additional observances are welcome.



RELATED RESOURCES

- Websites, Elementary to College Lessons, STEM + History, Online Exhibits, Digital Media, Vietnam Memorials and Museums to Visit, Oral Histories, Films, and Books

RELATED RESOURCES WEBSITES

The Vietnam War Commemoration

<http://www.vietnamwar50th.com/education/>

Summary: The Vietnam War Commemoration website provides resources such as historically accurate materials and interactive resources, posters, fact sheets, primary sources, and maps.

<http://www.vietnamwar50th.com/links/?category=Ge4iYsIUOMxGhezscKLo4IfcijN1zhyTgyTZVAWuwuU%3d>

Summary: This link lists many websites with resources and information focused on the military and veterans.

Vietnam Veterans Memorial Fund

<http://www.vvmf.org>

Summary: The official website for the Vietnam Veterans Memorial Fund, founders of the Vietnam Veterans Memorial (The Wall) on the National Mall in Washington, D.C. The Memorial includes the names of over 58,000 servicemen and women who gave their lives in service in the Vietnam War. Also, on the grounds of the Memorial is “The Three Servicemen” statue and the Vietnam Women’s Memorial.

The National League of POW/MIA (Prisoner of War/Missing in Action) Families

<http://www.pow-miafamilies.org/>

Summary: The official website for The National League of POW/MIA Families provides information on the League and its commitment to accounting “as fully as possible” for Americans still prisoners, missing, and unaccounted from the Vietnam War.

RELATED RESOURCES

WEBSITES

POW/MIA Flag

<http://www.va.gov/opa/publications/celebrate/powmia.pdf>

Summary: Description of the development and significance of the POW/MIA Flag. Congress designated the third Friday of September as National POW/MIA Recognition Day and ordered prominent display of the POW/MIA flag on this day and many other national observances.

Sons and Daughters in Touch

<http://www.sdit.org/>

Summary: The website for Sons and Daughters in Touch provides support to the Gold Star “sons and daughters” and other family members of those who died or remain missing as a result of the Vietnam War. This includes periodic newsletters and promotes healing through networking opportunities and special events, as well as educational outreach to high school and college students by addressing the “historical and emotional legacy of war.”

Paralyzed Veterans of America

http://www.pva.org/site/c.ajIRK9NjLcJ2E/b.7535477/k.7D0E/Volunteer_Opportunities.htm

Summary: Paralyzed Veterans of America is “an organization dedicated to veteran’s service, medical research, and civil rights for people with disabilities.” This site provides meaningful volunteer opportunities that not only make a life-changing difference to veterans, their families, and their communities, but also helps those that serve as volunteers to develop leadership skills and make a positive impact on others.

The National Museum of the Marine Corps

http://www.usmcmuseum.com/Education_teachers.asp

Summary: The National Museum of The Marine Corps website provides all kinds of resources such as teaching trunks, workshops, lessons, and social study guides aligned with standards of learning, and topics that address issues such as Vietnam, diversity, women, Hispanics, African Americans.

The John F. Kennedy (JFK) Presidential Library and Museum

<http://www.jfklibrary.org/Search.aspx?nav=Ntk:SearchAll|vietnam|1,N:15>

Summary: The JFK Library presents a compilation of research documents, lessons for 9-12th grade students, photos, videos, and transcriptions from audio recordings dating back to the Vietnam era.

Teaching History

<http://teachinghistory.org/history-content/website-reviews/22992>

Summary: The Teaching History website presents nearly 1 million pages of Vietnam War-related research materials. It includes the full text of more than 80,000 documents, 60,000 photos and slides, hundreds of interviews with veterans and other participants, streaming audio and video recordings, and much more.

The National Archives

<http://www.archives.gov/research/alic/reference/military/vietnam-war.html>

Summary: The National Archives provides a diverse collection of materials via web links to resources such as documents, photos, audio and video recordings, military records, collections, chronologies, and maps.

RELATED RESOURCES

WEBSITES

The National Coalition for Homeless Veterans

<http://nchv.org/>

http://nchv.org/index.php/service/service/start_a_homeless_vet_program/

Summary: The official website of the National Coalition for Homeless Veterans (NCHV) provides a plethora of resources and information about homeless veterans in the United States, the programs, and the “people who are working to save their lives and restore their hope.” The second web link explains “How to Start a Homeless Veteran Program” that includes ideas for developing a marketing campaign, partnerships, and facts sheets on homeless veterans and how to advocate for them.

Project Look Sharp

<http://projectlooksharp.org/?action=war>

Summary: Project Look Sharp analyzes *Newsweek's* coverage of the Vietnam War, Gulf War and the War in Afghanistan. High school to college-age students will learn core information about the wars in Vietnam, the Persian Gulf, and Afghanistan, how media influences public opinion of current events, and how to ask key media literacy questions and identify bias in the news.

The Congressional Medal of Honor Foundation

<http://www.cmohfoundation.org/>

Summary: The Congressional Medal of Honor Foundation developed the Character Development Program to incorporate the ideals of courage and selfless service into middle and high school curriculum, and awards STEM scholarships to students.

Veterans of Foreign Wars

<http://www.vfw.org/community/youth-and-education>

Summary: Information on the various youth and teacher programs, scholarships, and helpful resources dedicated to addressing topics related to United States veterans of overseas conflicts, as well as sources and monthly webinars discussing character development.

Women in Military Service For America Memorial

<http://www.womensmemorial.org/education>

Summary: The official website of the Women in Military Service For America Memorial Foundation, Inc. provides myriad resources to help visitors to the Women's Memorial to learn about American history, patriotism and women's rich heritage of service through tours, education programs, education/poster kits containing materials and activities, historical articles, bibliographies, and more.

The Virtual Wall

<http://www.virtualwall.org/>

Summary: This website is dedicated to honoring those who died in the Vietnam War. Names of the fallen service members from across the country are listed alphabetically, along with biographical information, photographs, personal remembrances, and poems left by relatives and friends.

RELATED RESOURCES

ELEMENTARY TO COLLEGE LESSONS

Elementary

Enchanted Learning

<http://www.enchantedlearning.com/crafts/veterans>

Summary: The Enchanted Learning website presents ideas for crafts, projects, worksheets, books and printouts related to honoring veterans.

The National Education Association

<http://www.nea.org/tools/lessons/veterans-day-activities-gradesk-5.html>

Summary: The National Education Association provides lesson plans, activities, and educational resources focused on wartime service and sacrifice for K-5th grade students.

The Nixon Presidential Library & Museum

<http://www.nixonlibrary.gov/forkids/index.php>

<http://www.nixonlibrary.gov/forteachers/resources/index.php>

Summary: The Nixon Presidential Library & Museum website provides teachers with lesson plans and primary sources such as photographs, speeches, audio transcripts, audio clips and more in order to specifically engage young children and learn about Nixon and his administration via these two weblinks.

The Vietnam Veterans Memorial Fund

http://issuu.com/vvmf/docs/field_trip_guide_for_web_and_mobile

Summary: The Vietnam Veterans Memorial Fund's field trip guide is an excellent resource for self-guided or teacher-led exploration of the Memorial (The Wall). The guide includes various onsite activities, as well as activities for the classroom.

Middle School and Secondary School

MiddleSchool.Net

<http://www.middleschool.net/curlink/ss/vietnam/vietnam.htm>

Summary: Middle School.Net is a website created "for teachers by teachers" that includes a wealth of resources including lesson plans, activities, quizzes, and other educational materials. Also, highlights weblinks specifically related to service-learning and the study of the Vietnam War.

The University of North Carolina, School of Education

<http://www.learnnc.org/lp/pages/4206>

Summary: The UNC School of Education introduces 7th grade students to Vietnam's geography, climate, culture, history, natural history, arts, economics, and government. Students will view a collection of documentary photographs and use these for making logical observations, drawing conclusions, and as a basis for creative writing. Lesson focuses on Language Arts, Information Skills, and Social Studies.

The National Museum of the Air Force

<http://www.nationalmuseum.af.mil/Upcoming/PressRoom/News/ArticleDisplay/tabid/466/Article/630261/museum-announces-sixth-annual-student-writing-competition.aspx>

Summary: The National Museum of the Air Force oversees an annual writing competition open to public and private schools and homeschooled 6-12th grade students. It is an opportunity to secure a scholarship and showcase writing skills by answering an overarching question comparing the media coverage of Vietnam to Operation Desert Storm.

RELATED RESOURCES

ELEMENTARY TO COLLEGE LESSONS (CONTINUED)

Teacher Vision

<https://www.teachervision.com/veterans-day/teacher-resources/6674.html>

Summary: Use TeacherVision's cross-curricular Veterans Day lessons, print outs, and resources to help students understand the contributions veterans have made to the country. There are Veterans Day worksheets to honor heroes, facts about flags, pop-up art books to make, literature guides, patriotic songs, historical references, and more educational activities for students of all grade levels.

The Vietnam Veterans Memorial Fund, *Hometown Heroes*

<http://www.vvmf.org/hometown-heroes>

Summary: The Vietnam Veterans Memorial Fund engaged the Veterans History Project (at the Library of Congress), to create the Hometown Heroes Service Learning Project. Through four separate lesson plans, 6-12th grade students have an opportunity to learn about local veterans who served and sacrificed in Vietnam.

The Vietnam Center and Archive at Texas Tech University

<https://www.vietnam.ttu.edu/teachers/pages/teachers04.php>

Summary: The Vietnam Center and Archive, Texas Tech University provides 6-12th grade students history resources, exhibits, classroom instruction, educational programs, and publications covering all aspects of the American Vietnam experience. The website has a growing collection of lessons, with plans to add elementary lessons.

The Armed Forces Museum

<http://armedforcesmuseum.com/education-opportunities/>

Summary: The Armed Forces Museum offers 5-12th grade students hands on experience with authentic artifacts for in-classroom learning. The Duffle Bag Program is free of charge to teachers and homeschoolers in selected geographic areas. Check directly with the museum for availability.

Secondary School

National History Education Clearinghouse – Teachinghistory.org

<https://teachinghistory.org/history-content/website-reviews/14724>

Summary: An online exhibition called *Battlelines: Letters from America's Wars* consists of letter text and audio from soldiers of all ranks and their families, from the American Revolution to American involvement in the Iraq war. Each letter includes an image and transcript.

National for the Endowment of Humanities, EDSITEMent!

<http://edsitement.neh.gov/lesson-plan/gulf-tonkin-resolution-and-escalation-vietnam-war>

Summary: This website provides a lesson plan on The Gulf of Tonkin Resolution and Escalation of the Vietnam War. Myriad photographs, lessons, activities, as well as web resources, video clips, and historical documents are also available.

The John F. Kennedy (JFK) Presidential Library and Museum

<https://www.jfklibrary.org/Search.aspx?nav=N:4294882426>

Summary: The JFK Library provides a lesson plan called, *Military Advisors in Vietnam: 1963 Lesson Plan*. Students have an opportunity to analyze primary sources, discuss US involvement in the Vietnam conflict prior to 1963, and evaluate the “domino theory” from the historical perspective of Americans living in 1963.

RELATED RESOURCES

ELEMENTARY TO COLLEGE LESSONS (CONTINUED)

George Mason University, Center for History and New Media

<http://chnm.gmu.edu/mcpstah/lesson-plans/1950-to-present/?planid=15>

Summary: *Vietnam Primary Source Analysis*, a lesson plan developed by a high school teacher and made available by George Mason University's Center for New Media and History.

<http://chnm.gmu.edu/mcpstah/source-analysis/vietnam-war-cartoon/lesson-plan/>

Summary: *Vietnam War Cartoon: Voices from the My Lai Massacre*, a lesson plan developed by a high school teacher for AP classes, and made available by George Mason University's Center for New Media and History.

Secondary School and College

The Vietnam Veterans Memorial Fund, Echoes From The Wall

<https://www.vvmf.org/Echoes/>

Summary: The Vietnam Veterans Memorial Fund provides an online interactive guide, *Echoes From the Wall Curriculum Guide*, that focuses on four main topics: Social, Military, Media, Politics tackling subtopics such as the draft, film and war, movies and war, protests, medical advancements, news, and stories of the war,

U.S. involvement, coalitions, and withdrawal. For an electronic version of the curriculum, please refer to the associated Teachers' Guide at: <http://issuu.com/vvmf/docs/echoesguide>

HistoryNet. com

<http://www.historynet.com/vietnam-war>

Summary: This website provides videos, photos, facts and other relevant information on the Vietnam War, including articles that can be read and viewed online from the *Vietnam Magazine*.

RELATED RESOURCES

STEM + HISTORY (MIDDLE SCHOOL AND SECONDARY SCHOOL)

The American Helicopter Museum & Education Center

<https://americanhelicopter.museum/programs/girls-in-science-and-technology/>

<https://americanhelicopter.museum/programs/steam-storytime/>

<https://americanhelicopter.museum/programs/stem-workshops/>

Summary: The American Helicopter Museum & Education Center’s Women in Aerospace and Technology Program (WATP) is a collaborative effort developed by the AHMEC and the Girl Scouts of Eastern Pennsylvania to offer a fun and educational hands-on program where girls explore different topics through hands-on activities and fun interactives related to STEM.

The National Museum of the United States Navy

<http://www.usnavymuseum.org/Education.asp>

Summary: The National Museum of the United States Navy located at the Navy Yard in Washington, D.C. provides lesson plans that “incorporate the rich multimedia found in the Cold War Gallery Virtual Tour to make learning an engaging and fun experience for middle school and high school students.”

The Naval Historical Foundation

<http://www.navyhistory.org/programs/stem-teacher-fellowships/>

Summary: The National Historical Foundation in Washington, DC hopes to offer fellowships for high school teachers of science, technology, engineering, math and U.S. History to work in teams developing classroom lesson plans at many more participating Navy museums. Watch for future fellowship announcements at the web link noted above.

The Vietnam Veterans Memorial, Lesson Plan D - Design a Memorial

http://issuu.com/vvmf/docs/hometown_heroes_slp

Summary: The Vietnam Veterans Memorial Fund’s Hometown Heroes Service Learning Project– Lesson Plan D recommends students “Design a military memorial” using Google SketchUp. This project incorporates science, technology, engineering, mathematics, and history. Refer to the web link to preview a digital copy of the Hometown Heroes curriculum.

RELATED RESOURCES

ONLINE EXHIBITS

The Vietnam War Commemoration, *Timeline*

https://www.vietnamwar50th.com/history_and_legacy/timeline/

Summary: The Vietnam War Commemoration presents an interactive timeline on the Vietnam War. An updated version of the timeline will be available at the launch of a new website in 2017.

The Women in Military Service For America Memorial Foundation, Inc.

<http://www.womensmemorial.org/timeline>

Summary: “The Women’s Memorial” provides a Timeline on women in the military from the American Revolution to the Iraq War.

The Vietnam Veterans Memorial Fund, *VVMC*

<http://www.vvmf.org/items/>

Summary: More than 400,000 items have been left at the Vietnam Veterans Memorial by visitors as remembrances and tributes. The National Park Service collects, catalogs, and preserves these objects as part of the Vietnam Veterans Memorial Collection (VVMC), with curatorial support from the Vietnam Veterans Memorial Fund.

The Vietnam Veterans Memorial Fund, *The Wall of Faces*

<http://www.vvmf.org/Wall-of-Faces/>

Summary: The Vietnam Veterans Memorial Fund has collected and digitized the photos and biographies of more than half of the 58,000 plus names inscribed on The Wall. Teachers and students can help find and collect the missing photos of the remaining soldiers to complete The Wall of Faces or use the information on the website for a classroom project.

The Vietnam Center and Archive at Texas Tech State University

<http://www.vietnam.ttu.edu>

Summary: The official website of The Vietnam Center and Archive supports and encourages research and education regarding all aspects of the American Vietnam experience, as well as collects and preserves the documentary record of the Vietnam War via oral histories, artifacts, and photographs.

The Lyndon Baines Johnson (LBJ) Presidential Library

<http://www.lbjlibrary.org/exhibits/the-vietnam-conflict>

Summary: The LBJ Presidential Library located in Austin, TX provides a window into President Johnson’s life through his daily journal entries, in addition to photographs, select speeches, telephone conversations, video clips, oral histories, and a presidential timeline.

The Nixon Presidential Library & Museum

<http://www.nixonlibrary.gov/virtuallibrary/index.php>

Summary: The Nixon Presidential Library & Museum located in Yorba Linda, CA provides a plethora of resources for teachers and students. This includes downloadable lessons, primary sources, and online exhibits such as *Memoirs v. Tapes: President Nixon & the December Bombings*, a multimedia presentation that incorporates documents, tapes, and videos relevant to understanding the decision-making related to the December 1972 bombing of North Vietnam.

The Jimmy Carter Presidential Library and Museum

<http://www.jimmycarterlibrary.gov/library/>

Summary: The Jimmy Carter Presidential Library & Museum located in Atlanta, GA is part of the Presidential Library system administered by the National Archives and Records Administration. The museum offers professional development workshops for educators, school tours and programs and myriad resources for teachers and students, grades 2-12.

RELATED RESOURCES

ONLINE EXHIBITS (CONTINUED)

The Gerald R. Ford Presidential Library and Museum

<http://www.fordlibrarymuseum.gov/library/exhibits/vietnam/vietdocs.asp>

Summary: The Gerald R. Ford Presidential Library and Museum located in Ann Arbor, MI provides online access and viewing of the Library's collection of digitized declassified documents, records, press releases and photographs from 1953 to 1977.

Digital History

<http://www.digitalhistory.uh.edu/era.cfm?eraid=18&smtid=1>

<http://www.digitalhistory.uh.edu/era.cfm?eraID=18&smtID=11>

Summary: This site provides a wealth of resources that includes historic documents, multimedia and images from the era, lesson plans, and online textbook to help educators teach about Vietnam.

The National Museum of the United States Navy and Naval Historical Foundation

http://www.usnavymuseum.org/Ex9_LionsDen.asp

Summary: The National Museum of the United States Navy and Naval Historical Foundation (NHF) in Washington, D.C. provides lesson plans that “incorporate the rich multimedia found in the Cold War Gallery Virtual Tour to make learning an engaging and fun experience for middle school and high school students.”

The Public Broadcasting System

<http://www.pbs.org/wgbh/amex/vietnam/>

Summary: The Public Broadcasting System (PBS) presents an online resource for use in the classroom along with the DVD, *Vietnam: A Television History*, the Emmy Award-winning television series. It offers a detailed chronicle of the war and insights into topics such as foreign policy in Southeast Asia, the threat of Communism, the Cold War, the media's role in wartime, portrayals of war in popular culture, and more. This series was produced by PBS and funded by the National Endowment for the Humanities to teach high school students to think critically about the War.

Stars and Stripes

<http://www.stripes.com/news/special-reports/vietnam-at-50/1965>

Summary: Stars and Stripes are an independent news entity that provides information to the U.S. military community, comprised of active-duty service members, DoD civilians, contractors, and their families. This site presents an online interactive exhibit (e.g., timeline, maps, articles, and historic photographs) about the United States active role in the Vietnam War, starting in 1965, and how it impacted America.

The U.S. Army Center for Military History

http://www.history.army.mil/news/2015/150900a_beforeVietnam.html

Summary: This web link highlights the U.S. Army Center for Military History's article, *The U.S. Army Before Vietnam, 1953–1965* in the CMH Publication, along with other related publications on Vietnam. A valuable resource for students learning about the Vietnam War.

The U.S. Coast Guard Museum

<https://www.history.uscg.mil/Browse-by-Topic/Notable-People/Minorities/African-Americans/African-American-History-Chronology/>

<https://www.history.uscg.mil/Browse-by-Topic/Notable-People/Minorities/African-Americans/>

Air Mobility Command Museum

http://amcmuseum.org/collections/?fwp_eras=vietnam-war

Summary: The Air Mobility Command Museum is located on the Dover Air Force Base in Delaware. This link provides access to an online collection focused on U.S. Air Force history from WWI to today. A great resource for an up-close look at artifacts from the Vietnam era.

U.S. Government Publishing Office (GPO)

<https://www.gpo.gov/fdsys/search/searchresults.action?st=Vietnam>

Summary: This site provides digitized PDF's of government publications on the topic of Vietnam.

RELATED RESOURCES

VIETNAM MEMORIALS AND MUSEUM EXHIBITS TO VISIT

The Vietnam War Exhibit at the Pentagon

<https://pentagontours.osd.mil/Tours/>

Summary: The Vietnam War Exhibit is the first and only large-scale historical exhibit at the Pentagon devoted to the history of U.S. involvement in Southeast Asia from 1945 to 1975. The exhibit officially opened to the public in December 2016, and was awarded the 2017 John Wesley Powell Prize for an exemplary display of historic preservation and presentation. To view this award-winning exhibit along with other military displays throughout the building, contact the Pentagon to schedule a 60-minute walking tour at the website.

The Smithsonian Institution, National Museum of American History

<http://amhistory.si.edu/militaryhistory/>

Summary: The Smithsonian's National Museum of American History's *Price of Freedom* exhibit in Washington, DC is open to the public and features artifacts, lessons, and videos about Vietnam.

The Women's Memorial

<http://www.womensmemorial.org/>

Summary: Also known as the Women's Memorial at Arlington National Cemetery, in Arlington, Virginia, was dedicated on October 18, 1997. It is the only major national memorial honoring women who have served in America's defense during all eras and in all services, including an exhibit on Vietnam. Approximately 200,000 people visit the Memorial annually. Admission is free.

Wisconsin Veterans Museum

<http://www.wisvetsmuseum.com/>

Summary: Located on the capitol square in Madison, the museum contains artifacts, an exhibit on Vietnam, and other programs related to military history and Wisconsin's veterans.

The Patriots Point Naval & Maritime Museum

<http://www.patriotspoint.org/explore/vietnam-exhibit/>

Summary: The Patriots Point Naval & Maritime Museum located in Mt. Pleasant, SC uses state-of-the-art technology to bring the history of the Vietnam War to life in the "Vietnam Experience Exhibit." The museum also uses the USS Yorktown, a historic ship that has a long history of service between 1943 and 1970, as a place for hands-on learning opportunities for elementary to high school level students specifically in history, science, and 21st-century STEM curriculum.

The New Jersey Vietnam Veterans Memorial & Education Center

<http://www.njvvmf.org/educational-resources>

Summary: The New Jersey Vietnam Veterans Memorial & Education Center in Holmdel, NJ is open for tours and class field trips. Temporary exhibits featured in the theater area and lobby of the Museum, focus on a variety of Vietnam-era themes such as popular culture and military history, in addition to veteran-created art and photography. A resource room, space for workshops, and educator resources such as traveling trunks are available to local schools.

Vietnam Veterans Memorial Fund, The Wall That Heals

<http://www.vvmf.org/twth>

Summary: The Wall That Heals is a half replica of the Vietnam Veterans Memorial in Washington, D.C., designed to travel to communities throughout the United States to assist in the healing process for millions of veterans and their families. You can request The Wall to come to your community by directly contacting the Vietnam Veterans Memorial Fund.

RELATED RESOURCES

VIETNAM MEMORIALS AND MUSEUM EXHIBITS TO VISIT (CONTINUED)

The Maryland Public Television, Traveling Exhibit

<http://vietnam.mpt.org/travelingexhibit/>

Summary: The Maryland Public Television (MPT) salutes Vietnam Veterans Traveling Exhibit, made possible in part to the SunTrust Foundation, is an exhibit making its way around Maryland through June 2016 to celebrate the military service of Marylanders during the Vietnam War. Check the website for the schedule of more than two dozen stops planned throughout Maryland and D.C.

The Newseum

<http://www.newseum.org/tag/vietnam-war/>

Summary: The Newseum in Washington, DC has a new provocative exhibit, “Reporting Vietnam” that marks the 50th anniversary of the Vietnam War, America’s first televised war. The exhibit explores the dramatic stories of how journalists brought news about the war to a divided nation with powerful photos and news footage, evocative music and more than 90 compelling artifacts, as well as historic newspapers and magazines that will take visitors back to a divisive era.

The National Museum of The Marine Corps

<http://www.usmcmuseum.com/vietnam.html>

Summary: The National Museum of The Marine Corps is situated on a 135-acre site adjacent to Marine Corps Base Quantico, Virginia and comprised of interactive exhibits and artifacts that immerse visitors in “the sights and sounds of Marines in action,” from the past to the present.

The Cold War Museum

<http://www.coldwar.org/articles/60s/index.asp>

<http://www.coldwar.org/articles/70s/index.asp>

Summary: These two web links provide resources and detailed summaries about significant events during the 60s and the 70s, including the Vietnam era. The Cold War Museum is located in Vint Hill, VA, and open to visitors on weekends and by appointment on weekdays.

The National Museum of the Air Force

<http://www.nationalmuseum.af.mil/Visit.aspx>

Summary: The National Museum of the U.S. Air Force is located at Wright-Patterson Air Force Base near Dayton, Ohio. It is the world’s largest military aviation museum and features more than 360 aerospace vehicles and missiles, as well as thousands of artifacts in the exhibit spaces.

National Veterans Art Museum

<http://www.nvam.org/Module/Event/EventExhibitionsList>

Summary: Inspired by Tim O’Brien’s book, *The Things They Carried*, this permanent exhibit at the museum in Chicago, Illinois presents a unique collection of artifacts and artwork that connect to the physical and emotional weight that soldiers carried during and after the Vietnam War.

National Park Service

<http://www.nps.gov/vive/index.htm>

Summary: The National Park Service oversees the Vietnam Veterans Memorial, located north of the Lincoln Memorial near the intersection of 22nd St. and Constitution Ave. NW in the District of Columbia. The Memorial is free to visit and open 24 hours a day. Also, check the link for more details on volunteering and planning a visit to the neighboring Korean Memorial, Lincoln Memorial, World War II Memorial and Washington Monument.

The Intrepid Museum

<http://www.intrepidmuseum.org/online.aspx>

Summary: The Intrepid Museum in New York City has a new exhibition, *On the Line: Intrepid and the Vietnam War* that explores the events and impact of the Vietnam War through the lens of Intrepid’s history. The exhibition includes artifacts, photographs and film clips from the Museum’s collection, many of which are on display for the first time.

RELATED RESOURCES

ORAL HISTORIES

The United States of America Vietnam War Commemoration Oral History Collection

https://www.vietnamwar50th.com/history_and_legacy/oral_history/full_oral_history_collection/

Summary: The U.S. Vietnam War Commemoration Oral History Project collects and preserves video-recorded interviews of Vietnam veterans and their family members. Their stories provide the public with a clearer picture of military service and the effect of that service on the people waiting back home so that future generations may hear directly from veterans and better understand the realities of the Vietnam War.

Library of Congress, Veterans History Project

<http://www.loc.gov/vets/about.html>

Summary: Library of Congress' Veterans History Project of the American Folklife Center "collects, preserves, and makes accessible the personal accounts of American war veterans so that future generations may hear directly from veterans and better understand the realities of war."

Library of Congress, Native Americans

<http://www.loc.gov/vets/stories/ex-war-nativeamericans.html>

Summary: Library of Congress' interviews of Native American men and women who served in the U.S. Armed Forces from World War II to Iraq/Afghanistan.

The Vietnam Women's Memorial Foundation

<http://vietnamwomensmemorial.org/storytelling.php>

Summary: The Vietnam Women's Memorial Foundation has collected several video interviews of women who served in the US Armed Forces during the Vietnam War. This web link shares their stories as expressed in their own words.

The Stories of Service - Digital Clubhouse

<http://digitalstorylab.com/digital-clubhouse/>

Summary: The Stories of Service - Digital Clubhouse website features stories and short autobiographical video clips about veterans who served in WWII, Vietnam, Korea, and Afghanistan.

Witness to War

<http://www.witnesstowar.org/>

Summary: Search the collection of more than 3,600 videos, photographs, and interviews of those who served in WWII, Korea, Vietnam, Afghanistan, Iraq and other theaters.

Brown University, The Choices Program

<http://choices.edu/>

Summary: The Choices Program produced by Brown University uses historical backgrounds, original documents, and videos of scholars discussing the key decision points leading to U.S. involvement in Vietnam

The Vietnam Center and Archive at Texas Tech University, *Women*

<http://www.vietnam.ttu.edu/exhibits/whm/nurses.php>

Summary: The Vietnam Center and Archive's, *Women of the Vietnam War: Nurses* focuses on the young women from all over the nation who volunteered to serve as nurses in the hospitals and medical facilities in South Vietnam. Historic photographs and interviews provide snapshots into the lives of these dedicated service women.

The Vietnam Center and Archive at Texas Tech University, *African Americans*

<http://www.vietnam.ttu.edu/exhibits/blackhistorymonth/>

Summary: The Vietnam Center and Archive honors the African American infantryman, medic, pilot, sailor, marine, nurse and soldier for Black History Month by highlighting photographs, artifacts, interviews, newspaper articles, and other historical documents. These young men played a key role in Vietnam by serving their country in a time of war.

RELATED RESOURCES

DIGITAL/SOCIAL MEDIA (PODCASTS/VIDEOS/BLOGS)

The Vietnam War Commemoration

<https://www.youtube.com/embed/aVeBtfnAxP8>

Summary: Watch a 5-minute video tribute narrated by actor, Sam Elliot. The Commemoration's main focus is to thank and honor Vietnam veterans and families for their service and sacrifice.

The Vietnam Veterans Memorial Fund

<https://itunes.apple.com/us/podcast/vietnam-voices/id720274735>

Summary: The Vietnam Veterans Memorial Fund's *Vietnam Voices* brings experts, academics, military leaders, volunteers, and veterans to share their experiences related to the Vietnam War and era via podcasts for grades 6-12.

National Park Service

<http://www.nps.gov/media/video/view.htm?id=F7122BC7-1DD8-B71C-07CC0CDC91E91CFA>

Summary: A National Park Service Park Ranger describes the significance of the Vietnam Veterans Memorial via a brief video clip for all ages.

The Army Historical Foundation

<https://armyhistory.org/first-lieutenant-sharon-ann-lane/>

Summary: The Army Historical Foundation provides an overview of Sharon Ann Lane, one of eight American military nurses who died while serving in Vietnam but the only American nurse killed as a result of hostile fire. The names of all eight nurses are inscribed on The Wall.

Teacher Vision

<https://www.teachervision.com/holidays/veterans-day>

Summary: This site provides teachers with myriad Veterans-related resources such as videos and activities that focus on the history and meaning of Veterans Day for grades 1-12.

Wisconsin Veterans Museum

<https://wisvetmuseum.com/blog/>

Summary: Blog entries highlight service members' personal stories, photos, and artifacts. To learn more about Vietnam veteran, James Mosel, please read the April 16, 2016 blog, "Grim Reaper."

Step Into Their Boots

<https://www.youtube.com/watch?v=89WrtbYFP28>

Summary: The video describes the "Step Into Their Boots" program of The United War Veterans Council. A program that encourages the participant to serve in their own community by promoting volunteerism and honoring fallen service members by wearing boots and taking the "steps" they can no longer take while raising funds for the families and injured comrades. An excellent way to thank and honor veterans while completing community service.

The Disabled American Veterans

<http://www.dav.org/learn-more/news/>

Summary: The Disabled American Veterans' website posts articles on women veterans, senior veterans, disability compensation, caregiver support, and other current topics of interest. This includes opportunities to volunteer, support and advocate for veterans.

RELATED RESOURCES

DIGITAL/SOCIAL MEDIA (PODCASTS/VIDEOS/BLOGS) (CONTINUED)

The Public Broadcasting System, *Last Days of Vietnam*

<http://www.pbs.org/wgbh/americanexperience/films/lastdays/>

Summary: *Last Days of Vietnam*, an Academy Award® Nominee for Documentary Feature in 2014, produced by Rory Kennedy. In April 1975, “the North Vietnamese Army was closing in on Saigon as South Vietnamese resistance was crumbling. Approximately 5,000 Americans remained with roughly 24 hours to get out.” This site shows the first chapter of the film.

The Public Broadcasting System, *My Lai Massacre*

<http://www.pbs.org/wgbh/americanexperience/films/mylai/>

Summary: PBS' American Experience focuses on the 1968 My Lai massacre, its subsequent cover-up, and the heroic efforts of the soldiers who broke ranks to try to halt the atrocities, and then bring them to light. This film is appropriate for high school and college level students.

TeachingVietnam.net

<http://lindypoling.com/lindy-poling-blog/>

Summary: Lindy Poling, a nationally recognized history teacher, shares insights about her Community in the Classroom approach to studying history and her Lessons of Vietnam Program at Millbrook High School in Raleigh, NC. Her website provides engaging lesson plans and valuable resources, including sample interview questions for veterans, recommended films and documentaries, publications, and more than 35 digital copies of the award-winning Bridges--The Lessons of Vietnam student newsletter.

Watch.Know.Learn.org

<http://www.watchknowlearn.org/Category.aspx?CategoryID=1858>

Summary: This site is specifically geared towards providing teachers with educational videos, including access to over 100 brief videos and speeches on the Vietnam War. Teachers should check to ensure the videos are age appropriate.

RELATED RESOURCES

U.S. VIETNAM WAR COMMEMORATION SOCIAL MEDIA

Facebook - <http://www.facebook.com/VietnamWar50th>

Twitter - <http://www.twitter.com/vietnamwar50th>

Instagram - <https://www.instagram.com/vietnamwarcommemoration/?hl=en>

YouTube - https://www.youtube.com/watch?v=NO7W_s-twWs

[#VietnamLegacies](#)

RELATED RESOURCES

FILMS:

(Recommend teachers check films for age appropriateness)

***Dear America: Letters Home from Vietnam*, (HBO, 1988).**

A collection of letters, newsreels, and home movies compiled from people who served in Vietnam.

***Gold Star Children*, (2008).**

An award-winning documentary, written and directed by Mitty Griffis Mirrer, tells the compelling stories of American children who lost a parent to war while serving in Vietnam, Afghanistan and Iraq.

***In the Shadow of the Blade*, (Arrowhead Films, 2004).**

“The film follows the cross-country journey of a restored Vietnam War UH-1 Huey helicopter to capture the stories of people affected by the war three decades after its end.” The official website provides educational resources in conjunction with the film, including a recommended teacher’s guide, discussion questions, and research projects.

***Into Harm’s Way*, (The Documentary Group, 2011).**

This documentary and first person chronicle featuring a 1967 West Point graduate, sharing honestly about war-time experiences and how the Vietnam War continues to impact “the American psyche” until this day.

***Last Days of Vietnam*, (2014).**

Produced by Rory Kennedy, this documentary details the last days leading up to exit of thousands of Americans and South Vietnamese and the eventual fall of Saigon in 1975.

***Maya Lin: A Strong Clear Vision*, (1994).**

An Academy Award winning documentary written and directed by Frieda Lee Mock that explores the story of The Wall and the creative work of the architect, Maya Lin.

***Return with Honor*, (PBS, 1999).**

The story of American Airmen held as prisoners of war in North Vietnam.

***To Heal a Nation*, (1988).**

The true story of Jan Scruggs, founder of the Vietnam Veterans Memorial on the National Mall in Washington, D.C. Jan, who served as an Army infantryman in the War, returns a broken man, and struggles to make sense of loss that comes from war. However, with the help of his loving wife Becky, he begins to find a new life for himself, and a personal goal to build a memorial to remember the more than 58,000 men and women who served and sacrificed.

***Vietnam in HD*, (HISTORY, 2011).**

This documentary format tracks key events of the Vietnam War and their impact on the war effort and the American public. Presented in High Definition video format, HISTORY incorporates vintage footage and narration veterans and Hollywood actors.

RELATED RESOURCES

CHILDREN'S BOOKS

Always to Remember: The Story of the Vietnam Veterans Memorial. Ashabranner, Brent.
Scholastic, 1992.

Pepper's Purple Heart: A Veterans Day Story. Henry, Heather French.
Cubbie Blue Publishing, 2003.

Portrait of a Tragedy: America and the Vietnam War. Warren, James A.
Lothrop, Lee and Shepard Books, 1990.

The Vietnam Memorial (Cornerstones of Freedom). De Capua, Sarah.
Children's Press, 2003.

The Vietnam Veterans Memorial (American Symbols & Their Meanings). Ferry, Joseph.
Mason Crest Publishers, 2002.

The Vietnam Veterans Memorial (The Library of American Landmarks).
Sevastiades, Patra McSharry.
PowerKids Press, 1994.

The Wall. Bunting, Eve.
Clarion Books, 1992.

Veterans Day, 2nd Edition. Ansary, Mir Tamim.
Heinemann, 2001. Also in Spanish.

Veterans Day (Pebble Books). Schuch, Mari C.
Capstone Press, 2003.

Veterans Day (American Holidays). Worsley, Arlene.
Weigl Publishers, 2006.

Veterans Day: Remembering Our War Heroes (Finding Out About Holidays). Landau, Elaine. Enslow
Elementary, 2002.

Vietnam Veterans Memorial (We the People). Rosinsky, Natalie.
Compass Point Books, 2006.

RELATED RESOURCES

ADDITIONAL BOOKS

Please note that the list of films and books are not exhaustive, and more books will be added accordingly.

America's Longest War: The United States and Vietnam, 1950-1975. Herring, George C.
McGraw-Hill Book Co., Inc., 1979.

A Piece of My Heart. Walker, Keith.
Ballantine Books, 1991.

Carried To The Wall. Hass, Kristin Ann.
University of Chicago Press, 1998.

Dear America: Letters Home from Vietnam. Edelman, Bernard, ed.
ReAnimus Press, 2014, 1985.

Letters on The Wall: Offerings and Remembrances from the Vietnam Veterans Memorial.
Sofarelli, Michael.
Collins Publishing, 2006.

Matterhorn: A Novel of the Vietnam War. Marlantes, Karl.
Grove/Atlantic, 2011.

Memorial Mania: Public Feeling in America. Doss, Erika.
University of Chicago Press, 2010.

Offerings at The Wall: Artifacts from the Vietnam Veterans Memorial Collection.
Allen, Thomas B.
Turner Publishing, 1995.

Out of Fire and Valor, The War Memorials of New York City. Snyder, Carl.
Bunker Hill Press, 2005.

Shrapnel in the Heart: Letters and Remembrances from the Vietnam Veterans Memorial.
Palmer, Laura.
Vintage, 1988.

The Mourner's Song: War and Remembrances from Iliad to Vietnam. Tatum, James.
The University of Chicago Press, 2004.

The Things They Carried. O'Brien, Tim.
Mariner Books, 2009.

RELATED RESOURCES

ADDITIONAL BOOKS (CONTINUED)

The Tragedy of Vietnam. Hearden, Patrick J.

Purdue University, 2012.

The Vietnam War: A Concise International History. Lawrence, Mark A.

Oxford University Press, 2010.

The Vietnam War in Popular Culture [2 volumes]: The Influence of America's Most Controversial War on Everyday Life. Milam, Ron, ed.

Praeger, 2016.

The Wall: Images and Offerings from the Vietnam Veterans Memorial. Lopes, Sal, ed.

Collins, 1987.

To Heal a Nation. Scruggs, Jan and Swerdlow, Joel L.

Harper Paperbacks, 1986.

Vietnam, A History. Karnow, Stanley.

Penguin USA, 1997.

War Letters: Extraordinary Correspondences from American Wars. Carroll, Andrew.

Scribner, 2002.

Warriors Remembered: Vietnam Veterans – Welcome Home. Nahas, Albert J.

IBJ Book Publishing, 2010.

THE COMMEMORATIVE PARTNER PROGRAM MISSION

Appendix C

The Commemorative Partner Program is an organizationally based, hometown-centric, veteran-focused program designed for federal, state, and local organizations to assist a grateful nation in thanking and honoring our Vietnam veterans and their families where they live and work. It is the primary vehicle by which our nation thanks and honors our Vietnam veterans and their families. Commemorative Partners participate by planning and conducting events or activities that recognize Vietnam veterans and their families' service and sacrifice. Commemorative Partners must commit to conducting two events or activities each year for a three-year period.

Commemorative events and activities should be dignified, memorable occasions that show a sensitivity and appreciation for the solemnity of war, the losses suffered by many and the sacrifices of all who served. Events or activities should meet one or more of the congressionally articulated objectives (below) of the program, and as a minimum, with an emphasis on the first:

1. To thank and honor veterans of the Vietnam War, including personnel who were held as prisoners of war or listed as missing in action, for their service and sacrifice on behalf of the United States and to thank and honor the families of these veterans.
2. To highlight the service of the Armed Forces during the Vietnam War and the contributions of Federal agencies and governmental and non-governmental organizations that served with, or in support of, the Armed Forces.
3. To pay tribute to the contributions made on the home front by the people of the United States during the Vietnam War.
4. To highlight the advances in technology, science, and medicine related to military research conducted during the Vietnam War.
5. To recognize the contributions and sacrifices made by the allies of the United States during the Vietnam War.

It costs nothing to become a Commemorative Partner. Organizations simply submit a completed application and Statement of Understanding (SOU). To obtain an application, organizations can visit www.vietnamwar50th.com then click on the Commemorative Partner Program tab for further information on how to apply. Once a completed application and SOU are submitted, the approval process should take no longer than 30 days. Partners are kept informed through electronic notifications. Once approved, organizations will receive a starter kit consisting of a commemorative flag, Commemorative Partner certificate, and other materials. Additionally, they will have authorization to use The United States of America Vietnam War Commemoration Commemorative Partner seal for approved purposes and access to the Commemorative Partner Portal to order additional materials for events.

- For questions regarding the application process: WHS.VNWar50th_CPP@mail.mil
- or online application forms: http://www.vietnamwar50th.com/commemorative_partners/online_application_forms
- To download printer-friendly application forms: http://www.vietnamwar50th.com/commemorative_partners/application_forms

APPENDIX D - PROFESSIONAL ORGANIZATIONS FOR TEACHERS

Professional organizations provide a variety of benefits to educators such as access to educational journals, conference participation, and professional development resources related to a specific content area. By utilizing membership, professional organizations offer opportunities to attend conferences where networking and collaboration take place in building one's craft. Furthermore, educators across the globe have opportunities to share skills, strategies, and suggestions with colleagues within their field. Thus, the U.S. Vietnam War Commemoration (VWC) encourages involvement as educators may highlight veterans by making a presentation on a classroom service-learning project or school program at an annual subject area Professional Organization conference. For your convenience, a brief list of subject areas and their referenced professional organization(s) is provided below:

Subject Area	Name of Professional Organization	Link
Art	The National Coalition for Core Arts Standards	https://www.nationalartsstandards.org/
	The Art and Creative Materials Institute	https://www.acmiart.org/
	National Art Education Association	https://www.arteducators.org/
Engineering	The American Association of Engineers	https://www.asce.org/
	American Association of Engineering Societies	https://www.giw2017.org/organizations/american-association-engineering-societies/
	National Society of Professional Engineers	https://www.nspe.org/
	Institute of Electrical and Electronics Engineers	https://www.ieee.org/
English Language Arts	National Council for the Teachers of English	https://mcte.org/
Mathematics	Mathematical Association of America (MAA)	https://www.maa.org/
	Math for America (MfA) - this organization develops science and mathematics teachers	https://www.mathforamerica.org/
	National Council of Teachers of Mathematics (NCTM)	https://www.nctm.org/
Music	Music Teachers National Association	https://www.mtna.org/
	American Choral Directors Association	https://acda.org/
	American Orff-Schulwerk Association (AOSA)	https://aosa.org/
Science	National Science Foundation	https://www.nsf.gov/
	National Science Teachers Association (NSTA)	https://www.nsta.gov/
	American Association of Physics Teachers	https://www.aapt.org/
	American Chemical Society	https://www.acs.org/content/acs/en.html
	Math for America (MfA) - this organization develops science and mathematics teachers	https://www.mathforamerica.org/

Social Studies	Association of Teachers of Social Studies	https://www.socialstudies.org/
	Center for Civic Education	https://www.civiced.org/
	Council for Economic Education	https://www.councilforeconed.org/
	National Center for History in the Schools	https://phi.history.ucla.edu/nchs/
	National Council for Geographic Education	https://ncge.org/
	National Council for History Education	https://ncheteach.org/
	National Council for Social Studies	https://www.socialstudies.org/
	National Teachers of Social Studies	https://www.socialstudies.org/
Technology	Future Ready Schools	https://futureready.org/
	Association for the Advancement of Computing Education	https://www.aace.org/
	Association for the Educational Communications and Technology	https://www.aect.org/
	International Society for Technology in Education	https://www.iste.org/
	Society for Information Technology and Teacher Education	https://site.aace.org/



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**VIETNAM WAR
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This Toolkit was prepared by the History & Legacy Branch at the U.S. Vietnam War Commemoration. Any questions or comments, please contact Dr. Dianne A. Carson at 703-697-4967 or dianne.a.carson.civ@mail.mil, or Mark Franklin at mark.r.franklin.civ@mail.mil or 703-697-4849.