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Photo by Barclay Poling



WHO WE ARE





In 1980, the U.S. Congress authorized the VVMF (the Vietnam Veterans Memorial Fund), to build a national memorial dedicated to all who served with the U.S. armed forces in the Vietnam War. Incorporated on April 27, 1979 by a group of veterans led by Jan C. Scruggs, this nonprofit organization sought a tangible symbol of recognition from the American people for those who served in this war.

The result was the Vietnam Veterans Memorial (commonly referred to as "The Wall"), which has become one of the most visited memorials in Washington, D.C. with an estimated 4.5 million annual visitors.

Since the dedication of The Wall, VVMF's ongoing mission has been to preserve the legacy of the Vietnam Veterans Memorial, to promote healing, and to educate the public about the impact of the Vietnam War. Related Memorial Fund initiatives include educational programs for students and teachers, a traveling three-quarter scale replica of The Wall that honors our nation's veterans, and annual ceremonies at The Wall.

HOMETOWN HEROES SERVICE LEARNING PROJECT OVERVIEW

After the September 2009 launch of the Faces Never Forgotten call for photos, VVMF engaged the Veterans History Project of the Library of Congress in creating the **Hometown Heroes Service Learning Project**. The goal of the project was to collect photos and stories of those on The Wall and those who returned. This unique extracurricular project was originally developed by Mrs. Cindy Gallaway, a teacher at Lewiston Middle School in Lewiston, Michigan, to encourage her students to find information about their Hometown Hero, Michael Jonas Pynnonen. This soldier's story was submitted for publication to the VVMF by students in Mrs. Gallaway's class.

http://www.vvmf.org/hometown-heroes-essay

VVMF adapted Mrs. Gallaway's lesson plan and expanded it with the help of The History Channel and the Veterans History Project to include more personal stories of those who served, as well as a lesson plan sharing ways to honor local veterans. In 2013, the **Hometown Heroes Service Learning Project** was revised and updated by VVMF and Ms. Lindy Poling, a retired history teacher who has worked with VVMF Educational Programs since 1999. The new graphic design and layout is credited to Adam Arbogast.

THE HOMETOWN HEROES SERVICE LEARNING PROJECT INCLUDES FOUR MAJOR LESSON PLANS: *

- A. Remembering Those Who Sacrificed encourages students to learn more about local veterans whose names are on The Wall by researching their biographical information, gathering photos, and identifying them by hometown or locality.
- **B. Preserving Veterans' Personal Stories** encourages students to preserve the oral histories of local veterans who served in all of our nation's military conflicts through research and personal interviews.
- C. Commemorating Our Veterans encourages students to volunteer in their community or plan a ceremony honoring local veterans to coincide with Memorial Day or Veterans Day.
- **D.** Understanding Healing Through Memorials encourages teachers and students to take a field trip to The Wall in Washington, D.C., visit *The Wall That Heals* (a traveling three-quarter scale replica of The Wall), or visit a local war memorial.

*Lesson plans align with Common Core Standards Initiative, including the College and Career readiness Standards (CCRA) and the National Learning Standards.

LESSON PLAN A: REMEMBERING THOSE WHO SACRIFICED DURING THE VIETNAM WAR



OBJECTIVE:

Students will identify and honor local veterans who sacrificed their lives for their country during the Vietnam War and preserve their biographies for future generations.

SKILLS ACQUIRED:

History/Social Studies – Students will be able to describe the historical, political, and cultural influences of the historical time period during which the veteran served. The scale of this focus can be worldwide, nationwide, statewide or local. (NSS-USH.5-12.9) CCSS.ELA-Literacy.RH.6-8.7, CCSS.ELA-Literacy.RH.6-8.9, CCSS.ELA-Literacy.RH.11-12.7-9

English Language Arts – Students will be able to write a biographical profile of the service member that demonstrates the ability to use a variety of resources to gather and synthesize relevant information and to create and communicate knowledge. (NL-ENG.K-12.8)

Language – CCSS.ELA-Literacy.L.8.3, CCSS.ELA-Literacy.L.11-12.6

Writing – CCSS.ELA-Literacy.WHST.6-8.2/2d, CCSS.ELA-Literacy.WHST.6-8.4

LEARNING STRATEGIES:

- Students will identify service members from their hometown, city, county, or state whose names are on The Wall by visiting this website: http://www.vvmf.org/Wall-of-Faces/. To find the names of Hometown Heroes on The Wall from specific communities, click on Advanced Search and type in: City/County and State.
- Students will brainstorm how to obtain information about these veterans.
- Students will select veterans to study and honor. They may work individually or in groups.
- Students will use local library (school and town), local historical society archives, and newspaper resources to research information about selected veterans.

LESSON PLAN A: REMEMBERING THOSE WHO SACRIFICED DURING THE VIETNAM WAR



LEARNING STRATEGIES (CONTINUED):

- Students will interview family and/or friends of these veterans (if possible) who sacrificed their lives for their country during the Vietnam era.
- Students will present their biographical research to other class members and those who were interviewed, as well as to the local library, historical society, or local blogs.
- Students will submit photos and research to the Vietnam Veterans Memorial Fund. The instructions on how to submit are located at http://www.vvmf.org/how-to-submit. Student work can be submitted to the Vietnam Veterans Memorial Fund by contacting education@vvmf.org.

Special note: Regardless of whether or not the Vietnam Veterans Memorial Fund has a photo of the individual already, we encourage you to submit additional photos anyway. The Memorial Fund is trying to collect as many photos of each individual as possible.

EVALUATION:

- Did the student utilize a variety of resources in developing a biographical profile?
- Did the student's biographical profile of the veteran describe any of the historical, political, cultural influences of the time period?
- Did the student produce clear and coherent writing that met the requirements of the assignment?
- Did the student present clear and coherent verbal, written and visual information to classmates and interviewees?

LESSON PLAN B: PRESERVING VETERANS' PERSONAL STORIES



OBJECTIVE:

Students will identify and honor local veterans who served in our nation's military conflicts and preserve their biographies and personal stories for future generations.

SKILLS ACQUIRED:

History/Social Studies – Students will be able to describe the important historical, political, and cultural influences of the historical time period during which the veteran served. The scale of this focus can be worldwide, nationwide, statewide or local. (NSS-USH.5-12.9) CCSS.ELA-Literacy.RH.6-8.7, CCSS.ELA-Literacy.RH.6-8.9, CCSS.ELA-Literacy.RH 11-12.7

English Language Arts – Students will be able to write a biographical profile of the service member that demonstrates the ability to use a variety of resources to gather and synthesize relevant information and to create and communicate knowledge. (NL-ENG.K-12.8) CCSS.ELA-Literacy.CCRA.R.8

Writing – CCSS.ELA-Literacy.W.6, CCSS.ELA-Literacy.W.7-9, CCSS.ELA-Literacy.CCRA.W.1

Speaking and Listening – CCSS.ELA-Literacy.SL.11-12.5, CCSS.ELA-Literacy.CCRA.SL.1, CCSS.ELA-Literacy.CCRA.SL.3

LEARNING STRATEGIES:

• Students will brainstorm creative methods to identify military veterans (living or deceased) who are from their community.

As a practice activity before interviewing a veteran, students may wish to interview someone who lived through the Vietnam era but did not serve in the Vietnam War. Grandparents, neighbors, teachers, and other might serve as excellent interviewees. Refer to interviewing guide: http://www.vvmf.org/interview-guide

- Students will identify individuals they know who are currently serving or have served in the
 military, noting the time period, branch of service, and their own relationships to those individuals.
- Students will select veterans and/or active service members to research and interview. Students
 may do individual research or work in pairs.

LESSON PLAN B: PRESERVING VETERANS' PERSONAL STORIES

LEARNING STRATEGIES (CONTINUED):

- Students will use local Veterans organizations, such as the Veterans of Foreign Wars (VFW) and the American Legion, and other community resources (i.e. local military bases) to research information about selected veterans and service members.
- Students will interview selected veterans, active service members, and others using the following resources from the Veterans History Project as guidelines. Note: Educators may wish to modify these guidelines depending on students' grade level and specific assignment.

Additional sample questions that might be used for interviewing a Vietnam veteran can be found here: http://www.vvmf.org/sample-questions

- Students will ask the selected veteran, service member, and/or family or friends if photos can be shared with their class and the Vietnam Veterans Memorial Fund.
- Each student will write a biography and/or a reflective essay about his/her selected veteran or service member, using interview findings and supplemental research materials.
- Each student will write a thank you letter to his/her interviewee(s).
- Students will present their findings to fellow class members.
- Students will submit and/or present this information to the interviewee(s), the Vietnam Veterans Memorial Fund, local veterans' organizations, a local historical society, and/or the Veterans History Project. Student work can be submitted to the Vietnam Veterans Memorial Fund by contacting: education@vvmf.org.

EVALUATION:

- Did the student use a variety of community resources in developing the biographical profile?
- Did the student use appropriate guidelines for his/her interview?
- Did the student's biographical profile and/or reflective essay describe any of the historical, political, and cultural influences of the time period?
- Did the student produce clear and coherent writing that met the requirements of the assignment?
- Did the student present clear and coherent verbal, written and visual information to classmates and interviewees?

ABOUT THE VETERANS HISTORY PROJECT (VHP):

The United States Congress created the Veterans History Project (VHP) in 2000 as part of the American Folklife Center at the Library of Congress. The Mission of the Veterans History Project is to collect, preserve, and make accessible the personal accounts of American war veterans so that future generations may hear directly from veterans and better understand the realities of war.

HOW TO PARTICIPATE IN THE VETERANS HISTORY PROJECT:

- Visit http://www.loc.gov/vets to view the 15-minute VHP Field Kit Companion Video and then download a Field Kit. The Field Kit gives you guidelines for conducting interviews and explains what the Veterans History Project does and doesn't accept. If you do not have internet access, call the toll-free message line at 1-888-371-5848 to request a Field Kit.
- Record a veteran's story using an audio or video recorder; assist in collecting original photographs, letters, diaries, maps, etc.; and/or help write a memoir.
- Complete the required and appropriate forms (including biographical data, audio and video log, and release forms) at www.loc.gov/vets or from the Field Kit. Assemble the forms and the items you are submitting.
- 4. VHP only accepts original materials. Please make copies of all materials you wish to keep for yourself. Please provide the veterans with a copy of the interview. VHP does not have the resources to provide copies of any donated materials. Although copyright and intellectual property rights remain with the veteran or their next of kin, everything submitted to VHP will become Property of the Library of Congress and cannot be returned.

VETERANS HISTORY PROJECT WEBSITE:

HTTP://WWW.LOC.GOV/VETS

BIOGRAPHICAL DATA SHEET

HTTP://WWW.LOC.GOV/VETS/PDF/BIODATA-FIELDKIT-2007.PDF

INTERVIEW TIPS AND GUIDELINES

HTTP://WWW.LOC.GOV/VETS/MORERESOURCES.HTML#TIPS

SUGGESTED QUESTIONS

HTTP://WWW.LOC.GOV/VETS/VETQUESTIONS.HTML

BACKGROUND RESOURCES

HTTP://WWW.LOC.GOV/VETS/YOUTH-RESOURCES.HTML



LESSON PLAN C: COMMEMORATING OUR VETERANS



OBJECTIVE:

Students will develop an understanding and appreciation of their own Hometown Heroes through volunteering in their community or planning a ceremony honoring local veterans to coincide with Memorial Day or Veterans Day.

SKILLS ACQUIRED:

History/Social Studies – Students will demonstrate their knowledge of citizenship by exploring the roles of a citizen; rights, responsibilities, and taking part in civic life and integrating visual information with other information in print and digital texts. (NSS-C.5-8.5) CCSS ELA-Literacy.RH.6-8.7, CCSS.ELA-Literacy.RST.6-8.9

English Language Arts – Students will develop a range of broadly useful oral communication and interpersonal skills. Students will work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, and adapt speech to context and task. (NL-ENG.K-12.4) CCSS.ELA-Literacy.CCRA.R.8

Writing – CCSS ELA-Literacy.WHST.6-8.2/2f, CCSS ELA-Literacy.WHST.6-8.4/5, CCSS ELA-Literacy.WHST.9.10.4/5, CCSS.ELA-Literacy.CCRA.W.1

Speaking and Listening – CCSS.ELA-Literacy.SL.6, CCSS.ELA-Literacy.SL.11-12.1, CCSS.ELA-Literacy.CCRA.SL.1, CCSS.ELA-Literacy.CCRA.SL.3

Science & Technical Subjects – CCSS.ELA-Literacy.RST.6-8.7

LEARNING STRATEGIES:

- Students will call a local veterans organization or VA hospital to arrange a visit with a veteran or attend a meeting at a service organization.
- Students will develop a website dedicated to their hometown hero or veterans who served from their school community, or use tools like HistoryPin to share their hero's story with the public. Look up Vietnam Veterans Memorial Fund on HistoryPin: http://www.historypin.com
- Students will plan a commemorative event honoring local veterans close to Memorial Day or Veterans Day. These might include a school assembly or ceremony, a reception, and/or a special meal.
- Students will use the HISTORY^(R)'s "Take a Veteran to School Day" Guide to plan and execute this event.
- Students will review the Vietnam Veterans Memorial Fund's In Memory Program and Ceremony: http://www.vvmf.org/InMemoryProgram
- Students will research the conditions that continue to impact Vietnam veterans and integrate into the commemorative event a way to address and honor those challenges that some Vietnam veterans continue to face.

POST EVENT ACTIVITIES:

- Each student will send a 1-2 page thank you letter to the honoree(s).
- As an extra activity, some students may wish to write articles for a classroom newsletter, the school newspaper, PTA Newsletter, and local newspaper regarding about their special Memorial Day or Veterans Day Commemorative Event.

EVALUATION:

- Did the student use appropriate "Take a Veteran to School Day" Guidelines in planning and executing the commemorative ceremony?
- Did the student work well with other students in planning and executing this event?
- Did the student demonstrate appropriate oral communication and interpersonal skills?
- Did the student produce clear and coherent writing that was appropriate to the purpose of the assignment?
- Did the student's thank you letter demonstrate a respectful understanding and appreciation of their Hometown Hero's (or Heroes') contributions to their community and nation?



"TAKE A VETERAN TO SCHOOL" WEBSITE

HTTP://www.history.com/images/media/interactives/take-a-vet/TAV How to Guide.pdf

This detailed "How-To" guide gives suggestions for organizing a "Take a Veteran to School Day" event. It provides a sample agenda, additional activities and projects, and many excellent web resources. On this site, you will also find guidelines for interviewing veterans.

Note: Educators may wish to modify these guidelines depending on students' grade level and specific assignment.

LESSON PLAN D:

UNDERSTANDING HEALING THROUGH MEMORIALS



OBJECTIVE:

Students will develop an understanding and appreciation of the ways memorials can be used to promote healing by taking a field trip to The Wall in Washington, DC, visiting The Wall That Heals (a traveling half-scale replica of The Wall), or visiting a local war memorial.

SKILLS ACQUIRED:

History/Social Studies – Students will be able to describe the economic, social, political, and cultural influences of the historical time period during which the veteran served. The scale of this focus can be worldwide, nationwide, statewide or local. (NSS-USH.5-12.9) CCSS.ELA-Literacy.RHCCSS.ELA-Literacy.RH.6-8.7, CCSS.ELA-Literacy.RH.6-8.9/9-10.7/11-12.7, CCSS.ELA-Literacy.RH.11-12.2/11-12.7

English Language Arts – Students will be able to use a variety of resources to gather and synthesize relevant information and to create and communicate knowledge. (NL-ENG.K-12.8) CCSS.ELA-Literacy.CCRA.R.8

Language – CCSS.ELA-Literacy.L.8.3

Writing – CCSS.ELA-Literacy.WHST.6-8.2a-f, CCSS.ELA-Literacy.WHST.6-8.2a, CCSS.ELA-Literacy.WHST.6-8.4, CCSS.ELA-WHST.6.8.4/8.5/8.6, CCSS.ELA-WHST.9-10.2a-2f, CCSS.ELA-Literacy.WHST.11-12.4/5, CCSS.ELA-Literacy.CCRA.W.1

Speaking And Listening – CCSS.ELA-Literacy.SL.8.1-1d, CCSS.ELA-Literacy.SL.9-10.2/3, CCSS.ELA-Literacy.SL.11-12.1-1d, CCSS.ELA-Literacy.SL.11-12.2, CCSS.ELA-Literacy.SL.11-12.5, CCSS.ELA-Literacy.CCRA.SL.1, CCSS.ELA-Literacy.CCRA.SL.3

Science & Technical Subjects – CCSS.ELA-Literacy.RST.6-8.7, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.11-12.7

Mathematics – CCSS.Math.Content.8SP.A.1/2, CCSS.Math.Content.8G.A.1/5, CCSS.Math.Content.8.MG.A1/3, CCSS.Math.Content.8.HSG-CO.H.5, CCSS.Math.Content. HSG-GMD.A.1, CCSS.Math.Content.HSG-GPE.A.4/7, CCSS.Math.Content.HSG-CO.D.12

LESSON PLAN D: UNDERSTANDING HEALING THROUGH MEMORIALS

LEARNING STRATEGIES:

• Students will reflect on the purpose and meaning behind a specific memorial, then create a project to express emotions about the memorial.

Recommended Activities:

Study Maya Lin's design of the Vietnam Veterans Memorial or other memorial designs by using primary and secondary sources. Refer to the recommended books, websites, and films in this guide listed under Suggested Resources. Each student will complete one of the following activities: write a blog, a poem, or a song; or create a photo montage (e.g., photograph different memorials), a drawing or a video about the memorial. Students can visit The Wall and nearby memorials such as the Women's Vietnam Memorial, Korean War Memorial, and World War II Memorial or local memorials for comparisons.

• Students will participate in a ceremony to honor and remember veterans.

Recommended Activities:

As a group, attend one of the six annual ceremonies at The Wall which take place on Memorial Day, Mother's Day, Father's Day, In Memory Day, Veterans Day, and/or Christmas Tree Ceremony at the Vietnam Veterans Memorial in Washington, DC. Please check VVMF website for scheduled dates at http://www.vvmf.org/events. Students can lay a wreath in honor of their Hometown Hero(es) at The Wall, make a name rubbing or make an ornament in honor of their hero.

 Students will engage in social media activities to connect with veterans and discuss veterans' issues.

Recommended Activities:

Refer to the recommended books, websites, and films in this guide listed under Suggested Resources. Under teacher guidance, students dialogue with veterans and other students on such topics as: the economic cost of war, the draft, military stereotypes, prisoners of war and missing in action (http://www.vvmf.org/hometown-heroes-resources), American society's response to the Vietnam War, Post Traumatic Stress Disorder (PTSD), Agent Orange, homeless veterans, disabled veterans, women in the military, comparisons between past and current conflicts, and impact of war on families.

It is strongly recommended that students research the Vietnam era prior to engaging via social media. Students are encouraged to interact with VVMF through its social media channels:

1. The official VVMF blog, **Your Stories Your Wall**, shares veterans' stories along with personal experiences from visitors at The Wall. Students can comment on posts at: http://vvmf.wordpress.com/

2. Students can connect with veterans and participate in conversations with VVMF on Twitter at https://twitter.com/VVMF

3. Students can explore VVMF's In Memory program to search for individuals and post remembrances at: http://www.vvmf.org/honor-roll

LESSON PLAN D:

UNDERSTANDING HEALING THROUGH MEMORIALS

LEARNING STRATEGIES (CONTINUED):

 Students will research the topics of POWs and MIAs. Then, students will write government officials and/or the families of veterans (living or deceased) to promote understanding and healing in the veteran community.

Recommended Activities:

Referring to the recommended websites for government officials listed under the Suggested Resources, students can write their congressman/woman, senators, the president and vice president to request the release of current POWs and more information on MIAs. With teacher guidance, students can write a personal letter to the family of a current serviceman listed as MIA or write families of present-day active duty military personnel from their community or state to thank them for their service and sacrifice. Students may contact the Defense Prisoner of War/Missing Personnel Office at http://www.dtic.mil/dpmo/vietnam/reports/ to obtain a resource list of MIA families.

- Students will design a military memorial (e.g. for their community or state) based on the original Vietnam Veterans Memorial Design Competition criteria (http://www.vvmf.org/hometown-heroes-resources) which includes the following:
 - 1. Be reflective and contemplative in character
 - 2. Harmonize with its surroundings
 - 3. Display the names of all who died and remain missing (may or may not apply)
 - 4. Make no political statement about the war

Using a free downloadable version of Educators Google SketchUp, (http://www.sketchup.com/3Dfor/k12-education) students can work individually or in groups.

Students can post their memorial designs to VVMF's Instagram by tagging their photos with@VNVeteransMemorial or to VVMF's Facebook page at: https://www.facebook.com/VietnamVeteransMemorialFund

Students can research the conditions that continue to impact Vietnam veterans (Agent Orange, PTSD, homelessness, etc) and choose to design a memorial that highlights the challenges of individuals that have died as a result of those conditions. Explore VVMF's In Memory program for more information: http://www.vvmf.org/inmemoryprogram

EVALUATION:

- Did the student demonstrate appropriate oral and written and communication, as well as interpersonal skills?
- Did the student produce clear and coherent writing that was appropriate to the purpose of the assignment?
- Did the student improve skills in historical research, and analysis of primary and secondary sources?
- Did the student become more observant, noticing and describing more details in an image?
- Did the student use the design criteria to produce a drawing and demonstrate an understanding of memorial?
- Did the student work well with other students during the course of their project?
- Did the student present clear and coherent verbal, written and visual information to classmates?
- Did the student improve his/her knowledge of and ability to think critically about memorials, display stronger historical empathy toward service and sacrifice, and develop higher tolerance?
- Did the student express an interest in visiting memorials or other such cultural institutions in the future?

SUGGESTED RESOURCES:

HOMETOWN HEROES SERVICE LEARNING PROJECT

Explore a comprehensive list on suggested resources for teaching on the Vietnam war and era on VVMF's website at: http://www.vvmf.org/Teaching-Vietnam

WEBSITES:

Veterans History Project: http://www.loc.gov/vets/ Biographical Data Sheet: http://www.loc.gov/vets/pdf/biodata-fieldkit-2007.pdf Interview Tips and Guidelines: http://www.loc.gov/vets/moreresources.html#tips Suggested Questions: http://www.loc.gov/vets/vetquestions.html Background Resources: http://www.loc.gov/vets/youth-resources.html Hosting Community Events: http://www.loc.gov/vets/Communityevents.html

HISTORY^(R)'s "Take a Veteran to School Day":

http://www.history.com/images/media/interactives/take-a-vet/TAV_How_to_Guide.pdf This detailed "How-To" guide gives suggestions for organizing a Take a Veteran to School Day event. It provides a sample agenda, additional activities and projects, and many excellent web resources. On this site, you will also find guidelines for interviewing veterans.

Additional HISTORY^(R) Recommended Websites:

Suggested Questions and Tips for Take a Veteran to School Day http://www.history.com/images/media/interactives/take-a-vet/QuestionsVeterans.pdf

Additional Resources for "Take a Veteran to School Day" http://www.history.com/veterans-resources

Related "Take a Veteran to School Day" videos

http://www.history.com/take-a-veteran-to-school-videos

Google SketchUp Make: http://www.sketchup.com/3Dfor/k12-education

This site provides a free downloadable version of Google SketchUp Make and accompanying tutorials for easy use by teachers and students.

Website with appropriate activities for younger students:

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

Website features an article on the educational value of field trips:

http://educationnext.org/the-educational-value-of-field-trips/

Vietnam Veterans Memorial Fund:

VVMF Echoes from The Wall Teachers' Guide: http://www.vvmf.org/echoesguide This is an educational resource that provides students with in-depth historical information about the Vietnam War, as well as an understanding of leadership, citizenship, and character. A very comprehensive Bibliography section is included at the end of the Guide (pp 150-155) or http://www.vvmf.org/echoesguide-bibliography

Vietnam Veterans Memorial Fund Wall of Faces: http://www.vvmf.org/Wall-of-Faces/ The Virtual Wall of Faces features a page dedicated to honoring and remembering every person whose name is on the Vietnam Veterans Memorial.

WEBSITES (CONTINUED):

Websites to contact government officials:

For Senators: http://www.senate.gov/general/contact_information/senators_cfm.cfm For Representatives: http://www.house.gov/representatives/ For The White House: http://www.whitehouse.gov/contact/submit-questions-and-comments For the President: http://www.emailthepresident.com/vice-president.html For State Officials: http://www.usa.gov/Agencies/State-and-Territories.shtml

American Legion: http://www.legion.org/documents/pdf/veterans.pdf America's Veterans is a 23-minute video program for students of American History.

Bridges—Lessons of Vietnam Newsletter: http://mhs.wcpss.net/academics/poling/index.htm#bridges Millbrook High School's (Raleigh, NC) award-winning publication focuses on issues relating to the Vietnam era and more recent international topics.

Congressional Medal of Honor Society: http://www.cmohs.org/

This site is dedicated to information about the Medal of Honor, the highest award for valor in action against an enemy force which can be bestowed upon an individual serving in the Armed Forces of the United States. The medal is generally presented to its recipient by the President of the United States in the name of Congress.

Department of Defense: http://www.defenselink.mil

This site has information about the armed services and veterans.

Disabled Veterans of America: http://www.dav.org

This site is dedicated to veterans with disabilities by providing long-standing support and advocacy.

Gold Star Children: www.goldstarchildren.org

Gold Star Children is a documentary feature film that takes an intimate look at American children who have lost a parent to war.

Military Times Hall of Valor: http://www.militarytimes.com/citations-medals-awards and http://www.militarytimes.com/valor/

The Military Times is the Unified Services and nationally recognized Newspaper/website that lists the valor awards for the Armed Forces. The first website lists all awards above the Bronze star from WW I through the Gulf War. The second website lists all valor awards for the War on Terrorism.

National Coalition for Homeless Veterans: http://nchv.org/index.php/about/

This site serves as a resource and technical assistance center for a national network of community-based service providers and support for hundreds of thousands of homeless veterans.

National History Club: http://www.nationalhistoryclub.org/index.php

The National History Club brings students and teachers with a real passion for history together, helping them learn from the ideas and activities that are exchanged through their eNewsletter, eUpdates, and other communication methods.

Sons and Daughters in Touch: http://sdit.org/

This site is dedicated to providing 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.

WEBSITES (CONTINUED):

Texas Tech University Vietnam Center Virtual Vietnam Archive:

http://www.vietnam.ttu.edu/virtualarchive/

The Virtual Vietnam Archive currently contains over 4 million pages of scanned materials .Types of material include documents, photographs, slides, negatives, oral histories, artifacts, moving images, sound recordings, maps, and collection finding aids. All non-copyrighted and digitized materials are available for users to download.

The Digital Clubhouse Network Stories of Service Project: http://www.digiclub.org/sofs

This site displays digital stories produced by youth and shares tips about how to video-record veterans' histories.

The Department of Veterans Affairs: http://www.va.gov

This site has helpful links and volunteer suggestions.

The National League of POW/MIA Families: http://www.pow-miafamilies.org/

This site provides information on The League and its commitment to resolving as fully as possible the fates of Americans still prisoner, missing and unaccounted for in Southeast Asia.

The United States Vietnam War Commemoration: http://www.vietnamwar50th.com

The Vietnam War Commemoration is conducted according to the 2008 National Defense Authorization Act to help honor and pay tribute to Vietnam Veterans and their families.

The U.S. Department of Veterans Affairs "Veterans Day": http://www.va.gov/opa/vetsday/

U.S. Department of Veterans Affairs: http://www.ptsd.va.gov/

This site is dedicated to the research and education on Post Traumatic Stress Disorder and trauma.

Veterans of Foreign Wars:

http://heroes.vfw.org/site/PageServer?pagename=Veterans_Day_2013_Tips This site gives excellent ideas for honoring our nation's veterans.

Vietnam Women's Memorial: http://www.VietnamWomensMemorial.org

This site has a storytelling archive, calendar of events, and detailed information relating to the Vietnam Women's Memorial.

Women in Military Service for America Memorial Educational Outreach Program:

http://www.womensmemorial.org/Education/educ.html

The Women's Memorial at Arlington National Cemetery is the only major national memorial honoring women who have served in our nation's defense during all eras and in all services.

BOOKS AND JOURNAL ARTICLES:

Allen, Thomas B., **Offerings at the Wall: Artifacts from the Vietnam Veterans Memorial Collection** (Turner Pub: 1995).

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FILMS:

http://goldstarchildren.org/trailer - This site features a trailer/movie on the children of service members that have lost loved ones in past and current wars.

http://www.youtube.com/user/MedalOfHonorBook - This site features poignant interviews of Medal of Honor recipients.

Dear America: Letters Home from Vietnam, HBO (1988) Letters, newsreels and home movie footage from people who served in Vietnam.

Maya Lin: A Strong Clear Vision (1994) This Academy Award winning documentary film explores the story of The Wall and examines a decade of Maya Lin's creative work.

Return with Honor, PBS (1999) Story of American airmen held as prisoners of war in North Vietnam.

To Heal a Nation (1992) Chronicles Jan Scruggs' efforts to build a Vietnam Veterans Memorial. Film guide questions for students: http://www.vvmf.org/to-heal-a-nation-guide

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