Veterans History Project Lesson Plan

**Title:** The Vietnam Veterans Memorial Fund’s National Call for Photos Project

**Subject:** Military History, Vietnam, National Call for Photos, Vietnam Veterans Memorial Fund

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**State Standards:** Students will be active learners by engaging in a research project in which they investigate and locate pictures of American military members killed in combat during the Vietnam War. By doing such, students will display empathy for people who have lived in the past through contributing their findings to the Vietnam Veterans Memorial in Washington DC.

**National Standards:** Students will work independently and cooperatively within groups (students nationwide) and institutions (The Vietnam Veterans Memorial Fund) to accomplish the goal to collect a photograph for each of the names inscribed on The Wall.

**Grade Level:** 9-12

**Time Duration:** Two Weeks; Some work done outside the class will be necessary.

**Overview:** Students will participate in a project in which they investigate an assigned name (from the Vietnam Memorial Wall in DC). The name assigned will be a Connecticut native. The ultimate goal of the student is to find pictures of the veteran to send to the Memorial in order to honor their memory. These photos will eventually be put on display at the Education Center in Washington D.C. and will appear online on The Virtual Wall.

**Objective(s):** Students will engage in investigative inquiry and active learning by independently researching one fallen Vietnam veteran and collecting primary sources of that individual.

**Materials:** Access to internet, access to local libraries and veterans organizations

**Procedures for Project:**

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Each student is assigned a name of a Connecticut military member from the Wall. The student will research their assigned name and write a 1 -2 page paper analyzing the experiences of Americans military members in Vietnam from Connecticut. Students will work in computer lab for four class periods collecting information and researching their assigned “name” and developing their papers. Students will then contact and reach out to local libraries, organizations, and families (through appropriate channels) to collect photos. Students will receive detail instruction sheet for procedures.

**Evaluation:** See attached rubric.
<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaching Expectation</th>
<th>Below Expectation</th>
<th>No Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay: Position and Support</strong></td>
<td>Takes and develops a clear, thoughtful position. Keen awareness of audience. Position is richly supported with accurate and relevant information. 10  9</td>
<td>Takes and develops a position; some awareness of audience. Position contains adequate support with accurate and relevant information. 8  7</td>
<td>Takes a position but may not be clearly developed; little if any awareness of audience. Position contains limited support with some inaccurate or irrelevant information. 6  5  4</td>
<td>Takes no clear position or is difficult to understand; little or no awareness of audience. Position is poorly developed and inconsistent; information may be inaccurate or irrelevant. 3  2  1</td>
<td>No evidence of a position or awareness of audience. No supporting evidence. 0</td>
</tr>
<tr>
<td><strong>Essay: Organization and Fluency</strong></td>
<td>Progression of ideas is logically connected to a main idea and is sustained throughout. Demonstrates strong control of grammar, sentence structure, vocabulary, and transitions. 10  9</td>
<td>Progression of ideas is connected to a main idea and is sustained throughout. Demonstrates adequate control of grammar, sentence structure, vocabulary, and transitions. 8  7</td>
<td>Progression of ideas is somewhat connected to the main idea with digressions or abrupt shifts. Demonstrates some control of grammar, sentence structure, vocabulary, and transitions. 6  5  4</td>
<td>Progression of ideas is lacking a connection to the main idea, thus interfering with meaning. Demonstrates little control of grammar, sentence structure, vocabulary, and transitions. 3  2  1</td>
<td>No meaningful progression of ideas. Demonstrates no control of grammar, sentence structure, vocabulary, and transitions. 0</td>
</tr>
<tr>
<td><strong>Search for Photo: Acquiring information/ Research</strong></td>
<td>Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate). 10  9</td>
<td>Student(s) gathered information from a variety of relevant sources--print and electronic. 8  7</td>
<td>Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. 6  5  4</td>
<td>Student(s) gathered information that lacked relevance, quality, depth and balance. 3  2  1</td>
<td>Student(s) did not attempt to gather any information. 0</td>
</tr>
</tbody>
</table>
| **Extra Credit: Photo Submission**          | Student acquired more than one photograph to submit to the Virtual Wall. Student also obtained a memory to share. + 10  9 | The student acquired more than one photograph to submit to the Virtual Wall. + 8  7 | Student acquired one photograph to submit to the Virtual Wall. + 6  5 | | **SCORE:** ___ /30 **
The Vietnam Veterans Memorial Fund’s  
National Call for Photos Project  
Student Procedures

**Overview:**
You are to participate in a project in which you investigate an assigned name (from the Vietnam Memorial Wall in DC). The name assigned will be a Connecticut native. Your ultimate goal is to find pictures of the veteran to send to the Memorial in order to honor their memory. These photos will eventually be put on display at the Education Center in Washington D.C. and will appear online on The Virtual Wall.

After you are assigned a name, you will research that member of the armed forces and write a minimum two page essay analyzing the overall experiences of the military in Vietnam and comparing them to their assigned name. Address the following essential questions: What was the social make up of a typical military member in Vietnam? How does that compare to your veteran? Where did they come from within the state? Are there any memorials in their hometown honoring their memory (if so describe)? When did they serve? What were the overall experiences of military members serving during that stage of the war and in similar areas in Vietnam? For those that survived (this will not include your member of the armed forces), what was life like when they returned from Vietnam?

You will work independently in the computer lab for four class periods collecting information and researching your assigned “name” and developing your papers. Lastly, you will then contact and reach out to local libraries, organizations, and families (through appropriate channels) to collect photos.

**Your Assigned Member of the Armed Forces:**

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Branch of Military Service: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank: _______________</td>
<td>Date of Death: __________________________</td>
</tr>
<tr>
<td>Home town: ______________________</td>
<td>Location of Death: ________________________</td>
</tr>
<tr>
<td>Date of Birth: ___________________</td>
<td>Cause of Death: ___________________________</td>
</tr>
</tbody>
</table>
• **Step 1:** Research your veteran. Find out as much information as possible about them to prepare you for your essay. Research members of the military of similar rank that served in Vietnam.

• **Step 2:** Organize. Organize your thoughts before composing your essay by creating a Venn Diagram that compares and contrasts your assigned member of the armed forces and his experiences to that of other members around the country.

• **Step 3:** Compose your essay.

• **Step 4:** Find a photo. Research your name and find a photograph to submit to the VVMF’s National Call for Photos. *If you are able to contact a family member, friend, or service member that knew your person, and they’d like to share a memory, fill out the Remembrance Form.* The Education Center at The Wall suggests the following procedures for finding photos:
  
  ✓ Utilize [www.vvmf.org](http://www.vvmf.org), [www.virtualwall.org](http://www.virtualwall.org), [www.thewall-usa.com](http://www.thewall-usa.com), to gather phone numbers, home and e-mail addresses from remembrance’s left by family, friends, and fellow veterans. You can make phone calls, send letters, and write e-mails requesting photographs or further information. You can also visit local libraries to search for high school yearbooks and archives, which may contain newspaper obituaries with photographs.
  
  ✓ Contact state and local Veteran Organizations for assistance in locating photographs of the casualties from the hometown. Examples include the Vietnam Veterans of America, Military Order of the Purple Heart, American Legion Posts, Veterans of Foreign Wars Posts, and any local Vietnam War Memorials.

• Once you’ve obtained a photo fill out the Photo Information Form and submit with photo to your teacher. If necessary, such as in the case of newspapers or photos from family members, fill out the Remembrance Form (if possible) and have the appropriate person sign the Photo Release Form.

• You will be scored on your essay and research based on the attached rubric. It is understood that whether or not you obtain a photo is not necessarily indicative of effort. Thus, you will be scored based on your effort. If you actually obtain a photograph and memory for submission, you will be awarded extra credit.