

VIETNAM VETERANS MEMORIAL FUND

# HOMETOWN HEROES



A SERVICE LEARNING PROJECT

## WHO WE ARE

The Vietnam Veterans Memorial Fund, Inc. is the nonprofit, charitable organization incorporated on April 27, 1979, whose mission was to build a Memorial to bring long overdue honor and recognition to the men and women who served and sacrificed their lives in Vietnam.

Led by Jan C. Scruggs, VVMF went on to successfully build one of the most visited sites on the National Mall.

After building The Wall, VVMF's ongoing mission has been to preserve the legacy of the Vietnam Veterans Memorial, to promote healing and to educate about the impact of the Vietnam War.

Other Memorial Fund initiatives include educational programs for students and teachers, a traveling Wall replica that honors our nation's veterans and annual ceremonies at The Wall.

## OUR NEWEST INITIATIVE

As VVMF's newest initiative, the Education Center will be a visitors center adjacent to the The Wall. This facility will give context to the names on The Wall and enhance the Memorial experience for current and future generations by teaching about the Vietnam War, its national significance and the impact of The Wall on American culture.

Through interactive exhibits and primary resource materials, visitors will be able to better understand the profound impact the Vietnam War had on their family members, home towns, communities and the nation.

Exhibits will include a wall of photographs and the stories of those who gave their lives during the Vietnam War, a selection of the more than 150,000 items that have been left at The Wall, a timeline of the Vietnam Era and a history of The Wall itself.

In support of these exhibits, VVMF launched the Call for Photos campaign. The goal of the campaign is to collect a photo for each of the more than 58,000 men and women whose names are inscribed on The Wall. These pictures will be used in the Education Center at The Wall and will continue to be displayed on a virtual Wall on the VVMF.org website.

Coupled with the physical exhibits will be internet based resources which will allow the millions of visitors gain a better understanding and a more complete picture of this important time in history.

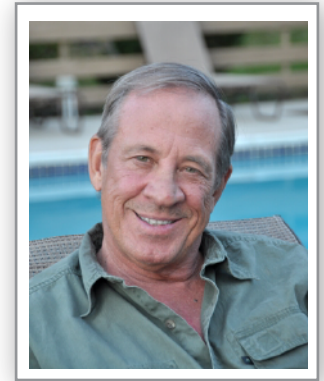


## A MESSAGE FROM

**JAN C. SCRUGGS**

FOUNDER AND PRESIDENT

VIETNAM VETERANS MEMORIAL FUND



Dear Educator:

30 years ago the Vietnam Veterans Memorial Fund began its mission to build a memorial to the more than 58,000 brave men and women who gave their lives in service to our country during the Vietnam War. It was a memorial, built by the American people, not to memorialize the war but to ensure that names of those who made the ultimate sacrifice would never be lost to history.

***But a name can only tell you so much.***

The majority of the visitors today to the Vietnam Veterans Memorial were not even alive when the memorial was being built, let alone alive during the Vietnam War. These children only understand that each name on The Wall is person who lost their life in Vietnam, but without the proper resources, their knowledge is often limited to brief accounts in history text books, or becomes dressed in the sensationalism of Hollywood.

The Vietnam War was a difficult time for the men and women who didn't watch it on the evening news but rather lived it. Controversy, shame, anger, depression often permeated the ranks of the returning soldiers and when they took off their uniform upon returning home, many of them simply shoved everything into the back of a closet or in an attic footlocker, some even refusing to acknowledge any of it.

The Wall, I believe, helped a great many veterans realize that they were no different than any other soldiers who came before them. It encouraged them to open up to their families, their friends, to their communities and to be proud of their service.

I had the privilege of meeting Fred Buckles, who, at the time was the last surviving American veteran of World War I. It's a profound experience, thinking about what he had seen and what he had experienced in his more than 100 years on this Earth. What will happen when there no more veterans of the Second World War? Korea? Vietnam?

This is why the Hometown Heroes Service Learning Project is so important. Please help us connect a story and a face with every name on The Wall and preserve the stories of those who came home.

A handwritten signature in black ink that reads "Jan C. Scruggs". The signature is written in a cursive, flowing style.

## SERVICE LEARNING PROJECT OVERVIEW

After the September 2009 launch of the National 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 extra curricular project was originally developed by 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.



The story of Michael Jonas Pynnonen was included in VVMF's most recent collection of stories *Dreams Unfulfilled: Stories of the Men and Women on the Vietnam Veterans Memorial*. The book contains the stories of 26 individuals who are on the Vietnam Veterans Memorial written by family members and friends. Michael Pynnonen's story was written and submitted by the students from Mrs. Gallaway's class. VVMF took the lesson plan created by Mrs. Gallaway and broadened it with the help of HISTORY™ and the Veterans History Project.

### The Service Learning Project is split into three parts:

**Remembering Those Who Sacrificed** encourages students learn more about local veterans who gave the ultimate sacrifice and to send the pictures and stories of those on The Wall to VVMF for use in the Education Center on the National Mall.

**Honoring Those Who Served** encourages students to preserve the legacy and stories of those who served in our nation's military during a conflict and to preserve these stories in a written or oral format.

**Honoring Those Who Served and Sacrificed** encourages the students a ceremony for veterans and their families on Memorial Day and Veterans Day.

This project not only encourages today's youth to learn about those who sacrificed their lives in Vietnam but also to learn and preserve the stories of those who served in Vietnam.



## A - REMEMBERING THOSE WHO SACRIFICED

### SKILLS ACQUIRED:

- *Social Studies* - Students will explore the sociological, historical, political, economic and civic influences of the time period. The scale of this focus can be worldwide, nationwide, statewide or local.
- *Language Arts* - Students will write a biographical profile of the servicemember that will incorporate the sociological, historical, political, economic and civic influences of the time period.

### OBJECTIVE:

To learn more about local veterans who gave the ultimate sacrifice. The stories should be preserved a written format, such as the essay.

- Student's will brainstorm ways to identify military veterans living in their community with a reminder that not all veterans belong to a veterans' organization.
- The class will brainstorm ways to identify military veterans (living or deceased) who are from their hometown.
- To find servicemembers from your hometown that are on The Wall visit [www.vvmf.org/thewall](http://www.vvmf.org/thewall) and fill out the search fields for your city and state.
- The class will brainstorm ways to obtain primary and secondary information about these veterans;
- Groups will be formed and a local veteran will be chosen by them (or by the teacher) to study and to "honor".
- Students are encouraged to interview family or friends of veterans who gave their lives.
- Students should look for old yearbooks in your school or town library to see if they have a photo of the veteran you are researching. You can also search through local papers if the library has an archive.
- Each group will gather information about their veteran. This information will be presented in a written form and a visual form.
- Students should submit photos of servicemembers on The Wall to VVMF as part of the National Call for Photos.

### EVALUATION:

- Did the student provide and utilize both primary and secondary resources into the biographical profile?
- Did the student's biographical profile of the servicemember incorporate any of the sociological, historical, political, economic and civic influences of the time period?
- Did the student present intriguing details about the subject and their life, and then weave them into the biographical profile?
- Was the biographical profile a clear and relevant portrayal?

## B - HONORING THOSE WHO SERVED

### SKILLS ACQUIRED:

- *Social Studies* - Students will explore the sociological, historical, political, economic and civic influences of the time period. The scale of this focus can be worldwide, nationwide, statewide or local.
- Students will review the difference between oral and written history.
- *Language Arts* - Students will write a biographical profile of the servicemember that will incorporate the sociological, historical, political, economic and civic influences of the time period.
- Students will review the meaning of primary source and secondary source materials.

### OBJECTIVE:

To preserve the legacy and stories of those who served in our nation's military during a conflict. These histories should be presented in written or oral format.

- Students will be asked if they know of anyone who is or has served in the military, noting the time period, the student's relationship to that person and the branch of service.
- Check for understanding of the term "Veteran" as it pertains to the military.
- Check for understanding of the terms "VFW" "American Legion" Auxiliaries, and the branches of the military including the roles of women in the military.
- Students will brainstorm ways to identify military veterans living in their community with a reminder that not all veterans belong to a veterans' organization.
- The class will brainstorm ways to identify military veterans (living or deceased) who are from their home town.
- Groups will be formed and a local veteran will be chosen by each group (or by the teacher) to study and to "honor".
- Each group will gather information about their veteran. This information will be presented in a written or oral form accompanied by visual other elements.
- Students can submit and/or present this information to VVMF, community groups, a local historical society or the Veterans History Project at the American Folklife Center in the Library of Congress.

### EVALUATION:

- Did the student provide and utilize both primary and secondary resources into the biographical profile?
- Did the student's biographical profile of the servicemember incorporate any of the sociological, historical, political, economic and civic influences of the time period?
- Did the student present intriguing details about the subject and their life, and then weave them into the biographical profile?
- Was the biographical profile a clear and relevant portrayal?
- If an oral history was taken, does it meet the requirements for submission in to the Veterans History Project collection?

## A LITTLE ABOUT...

**VETERANS HISTORY PROJECT**  
AMERICAN FOLKLIFE CENTER  
LIBRARY OF CONGRESS



### **ABOUT 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 of the American Folklife Center 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.

By taking part in the Veterans History Project (VHP), you are contributing to the permanent collections of the Library of Congress, one of the world's most respected research and cultural institutions. When you participate, you are making history.

### **HOW TO PARTICIPATE IN THE VETERANS HISTORY PROJECT:**

1. Visit [www.loc.gov/vets](http://www.loc.gov/vets) and download a Field Kit, which gives you guidelines for conducting interviews and explains what the Veterans History Project does and doesn't accept. If you don't have internet access, call the toll-free message line at 1-888-371-5848 to request a Field Kit.
2. Go online to <http://www.loc.gov/vets> to register the collection you wish to submit.
3. Record a veteran's story using an audio or video recorder; assist in collecting photographs, letters, diaries, maps, etc.; and/or help write a memoir.
4. Complete the required and appropriate forms (including biographical data, audio and video log, and release forms) at [www.loc.gov/vets](http://www.loc.gov/vets) or from the Filed Kit. Assemble the forms and the items you are submitting.
5. VHP only accepts original materials. Please make copies of all materials you wish to keep for yourself. Please provide the veteran with a copy of the interview. VHP does not have the resources to provide copies of any donated materials. Everything you submit to VHP will become Property of the Library of Congress and cannot be returned.

## C - HONORING THOSE WHO SERVED AND SACRIFICED

### Objective:

To honor the community's veterans and their families during a Memorial Day and/or Veterans' Day ceremony.

- For Veterans' Day and/or Memorial Day each year, the students will plan and execute a celebration honoring local service members.
- As an optional activity, each year a new set of veterans will be honored. The previous years' honorees information will be presented to the current class.
- The celebration can include a reception, a ceremony, and/or a meal.
- Students will plan and execute activities that will enable them to interact with the veterans and their families.

### Materials and Resources:

- Various art materials in order to create visuals
- Decorating materials such as crepe paper, streamers, etc.
- Miscellaneous
- Access to auditorium, gym, or multi purpose room
- Permission to work with food services

### Additional Resource:

Take a Veteran to School Day™

HISTORY™ has developed Take a Veteran to School Day together with our cable partners to link veterans of all ages with young people in our schools and communities.

This national initiative will help strengthen ties in your communities and bring history to life in classrooms. It is timely, topical, and non-partisan. Show our veterans how much we value their service while inspiring our young people in all grades from kindergarten to college.

Visit [www.veterans.com](http://www.veterans.com) to download information and other activities. This site features How-To guides, sample agendas, and a short hist of Veterans Day to jumpstart your events. You will also find a short 22 minute video entitled "The True Story of Veterans Day" along with other video clips to inform students about this important holiday. Whether large events or smaller one-class visits, this program helps show veterans that we value their stories and their service.





## GLOSSARY OF TERMS



1. **Primary Source:** Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience. ([www.loc.gov/teachers/usingprimarysources/](http://www.loc.gov/teachers/usingprimarysources/))
2. **Secondary Source:** A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. (<http://www.princeton.edu/~refdesk/primary2.html>)
3. **Veterans of Foreign Wars (VFW and VFW Auxiliary):** The Veterans of Foreign Wars of the United States, with its Auxiliaries, includes 2.2 million members in approximately 8,100 Posts worldwide. Its mission is to "honor the dead by helping the living" through veterans' service, community service, national security and a strong national defense. ([www.vfw.org](http://www.vfw.org))
4. **American Legion (American Legion Auxiliary):** The American Legion was chartered and incorporated by Congress in 1919 as a patriotic veterans organization devoted to mutual helpfulness. It is the nation's largest veterans service organization, committed to mentoring and sponsorship of youth programs in our communities, advocating patriotism and honor, promoting a strong national security, and continued devotion to our fellow servicemembers and veterans. (<http://www.legion.org/>)
5. **Disabled American Veterans (DAV):** The DAV was founded in 1920 by disabled veterans returning from World War I to represent their unique interests. In 1932, the DAV was congressionally chartered as the official voice of the nation's wartime disabled veterans. ([www.dav.org](http://www.dav.org))
6. **Vietnam Veterans of America (VVA):** Founded in 1978, Vietnam Veterans of America is the only national Vietnam veterans organization congressionally chartered and exclusively dedicated to Vietnam-era veterans and their families. ([www.vva.org](http://www.vva.org))
7. **Veteran:** Is a term used to describe someone who has served in military. A veteran of a conflict will have it listed before the word veteran, such as "Vietnam Veteran" someone who did not serve in a conflict, but served during that time, is usually referred to as an era veteran, i.e. "Vietnam Era Veteran."
8. **Service Member:** Is a term used to describe someone who is serving in the military.
9. **Branch of Service:** Refers to the part of the military a person served in: Army, Air Force, Navy, Marine Corps or Coast Guard.

OUR SPECIAL THANKS



TimeWarner



Johannesburg-Lewiston Area Schools

# CALL FOR PHOTOS FORM

**Servicemember's Information**

Panel #: \_\_\_\_\_ Row #: \_\_\_\_\_

First Name:

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Middle Name or Initial:

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Last Name:

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Date of Birth (If exact date is unknown, please indicate the year):

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Date of Casualty (If exact date is unknown, please indicate the year):

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Home of Record (Please include city and state):

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Branch of Service (Army, Marine Corps, Air Force, Navy, Coast Guard):

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**Your Name (optional):**

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**Your School Name:**

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**School City:**

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**School State:**

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