

ECHOES FROM THE MALL



*A Teachers' Guide to
the Vietnam Veterans
& the Korean War
Veterans Memorials
on the National Mall*



The logo for the Vietnam Veterans Memorial Fund is a stylized graphic. It features a large, dark, three-dimensional eagle with its wings spread wide, positioned above a series of vertical bars of varying heights. The bars are arranged in a way that suggests the Washington Monument or a series of steps. The entire logo is set against a white background.



EXPERIENCE
YOUR
AMERICA

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ABOUT THIS GUIDE

The Vietnam Veterans Memorial Fund produced this guide to enhance your visit to the Vietnam Veterans Memorial, which is comprised of The Wall, *The Three Servicemen* statue and the Vietnam Women's Memorial, and to the Korean War Veterans Memorial. The guide introduces you to the memorials in order of their dedication and contains a variety of activities to use before, during and after your visit. To help you in selecting activities, we have included a "grade guide" with each activity.

For teachers who are unable to visit Washington, DC with their students, this guide provides a framework for exploring traveling replicas like the Vietnam Veterans Memorial Fund's Traveling Wall, known as *The Wall That Heals*.

This guide was written by Rima Shaffer, Ph.D. and Memorial Fund Program Director Tricia Edwards. We are grateful for the assistance of Senator Chuck Hagel (R-NE), Close Up Foundation, National History Day, National Park Service, Veterans Education Project, Veterans of Foreign Wars of the United States, Women In Military Service For America and members of the Memorial Fund's Education Advisory Board, which includes noted historians, journalists and educators. The guide may be photocopied for educational use.

Before arriving in Washington, DC, you will want to prepare yourself and your students for the visit to the Vietnam Veterans and Korean War Veterans Memorials.

PREPARING FOR YOUR VISIT

To Read:

- *Vietnam: A History* by Stanley Karnow for background information
- Gulf of Tonkin Resolution and other primary source documents available on <http://www.vvmf.org> (click on Teach Vietnam)

- *The Wall* by Eve Bunting to introduce the Vietnam Veterans Memorial to young students

- *The Two Koreas* by Don Oberdorfer to learn more about the Korean War
- **To Log On To:**

- Vietnam Veterans Memorial Fund at <http://www.vvmf.org>
 - *Echoes From The Wall* lesson plans (click on Teach Vietnam)
 - The Virtual Wall

- Vietnam Veterans Memorial at <http://www.nps.gov>
- Korean War Veterans Memorial at <http://www.nps.gov>

To Do:

- Have students interview family members about their memories of the Korean or Vietnam War
- Hang a world map and maps of Korea and Vietnam in your classroom

Memorial Etiquette

We hope your trip to the Vietnam Veterans and Korean War Veterans Memorials is educational, thought-provoking and fun. Please remember that many people visiting these memorials lost friends and family members during the wars. They are visiting the memorials to pay respect to those who served or lost their lives during the wars. Discuss with your students the kinds of behaviors that are appropriate to display while they visit the memorials:

- Do not eat at the memorials.
- Do not litter. Deposit trash in the appropriate containers.
- For your safety and the safety of others, walk at all times.
- The memorials are designed so that you can get very close to them. Take advantage of this opportunity, but please refrain from sitting or climbing on the statues.

THE WALL



The Vietnam Veterans Memorial was created to honor those who served with the U.S. Armed Forces during the Vietnam War. Because there was so much dissent about our involvement in Vietnam, many Americans returning home felt snubbed and "let down" by their country. The Vietnam Veterans Memorial has done much to heal those wounds and to honor and remember the nearly three million who served with the U.S. Armed Forces during the Vietnam War. Today, it is the most visited memorial in Washington, DC, receiving more than 4.4 million visitors annually.

The Vietnam Veterans Memorial Fund was formed in 1979 to establish a national memorial for those who served during the Vietnam War. Jan Scruggs, a U.S. Army corporal, conceived the idea for this memorial.

The Vietnam Veterans Memorial Fund held a contest to select the design for the Memorial. The winning entry was submitted by Maya Ying Lin. The daughter of Chinese immigrants, Lin was a student at Yale University and just 21 years old when she designed The Wall. She chose polished black granite for the walls. Its mirror like surface reflects the images of the surrounding trees, lawns, monuments, even visitors. The walls point to the Washington Monument and Lincoln Memorial, linking the Vietnam War to the Civil War and the Revolutionary War. The names are inscribed in chronological order by date of casualty, showing the war as a series of individual human sacrifices, thus giving each name a special place in history.

The Vietnam Veterans Memorial was dedicated on November 13, 1982.

ON-SITE ACTIVITY #1 – REMEMBRANCES AT THE WALL

Appropriate for grades K-12.

Every day of the year, people leave remembrances at The Wall. Numbering more than 60,000 items, there have been more remembrances left at the Memorial than there are names inscribed on it. Items left include teddy bears, baseball gloves, family photo albums, wedding rings, letters, even a Harley Davidson motorcycle.

Each night, the National Park Service collects and catalogues the items that have been left that day at The Wall. A display of some of these items can be viewed at the Smithsonian's National Museum of American History located on the National Mall.

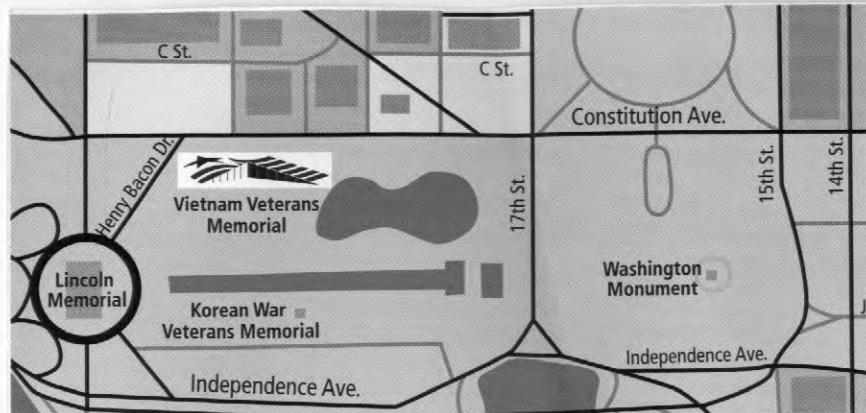
Use the following questions to engage your students in a discussion about remembrances left at The Wall:

1. Why do you think people leave remembrances?
2. What sorts of items would former servicemen leave? What would family members of those who lost loved ones leave? What would you leave?
3. Do people leave items at other memorials in Washington, DC? Why or why not?

ON-SITE ACTIVITY #2 – A MEMORIAL SERVICE

Appropriate for grades 5-12.

Your class may wish to hold a Memorial Service to honor those who served in Vietnam.



WHERE TO HOLD THE MEMORIAL SERVICE

1. Consult the map above. Your class may hold a Memorial Service in the knoll area east of the Vietnam Veterans Memorial.
2. Obtain a permit to hold this service by contacting the Program Office of the National Park Service at least 48 hours prior to the ceremony. The Program Office maybe reached at (202) 619-7225.

Here are some things your class can do as part of a Memorial Service:

- Sing *America the Beautiful* or play *Taps*.
- Read the names on The Wall from your city or state. (You can use The Virtual Wall to locate people from your area.)
- Honor the POWs and MIAs from your community by reading their names.
- Leave notes, drawings, flowers or a wreath in remembrance.

ON-SITE ACTIVITY #3 – STUDENT REFLECTIONS

Appropriate for grades K-12.

Provide an opportunity for students to take time for reflection after they visit The Wall. Invite your students to share their thoughts about the following:

1. What were your first impressions of The Wall?
2. Maya Lin, the Memorial's designer, described The Wall as "a rift in the earth, a long, polished, black stone wall, emerging from and receding into the earth." What effect did her design have on you? Did you like it or dislike it?
3. What did you think about when you visited The Wall? How did you feel?
4. Write a poem or a song or create a drawing that expresses what you felt.
5. Write a letter to leave at The Wall.

ON-SITE ACTIVITY #4 – FINDING SOMEONE ON THE WALL

Appropriate for grades 5-12.

Appoint a team from your class to locate the name of someone from your state on The Wall.

1. It is best to find a name or names before you visit Washington, DC. To do so, instruct your students to visit The Virtual Wall at <http://www.vwmf.org>. Here, students can search for names from your state. In addition, students can view – and leave – remembrances to these veterans.

2. At the Memorial, students can find someone from your state by using the Directory of Names. Instruct a team of students to look at the state column in the directory until they find the name of someone from your home state.
3. Have them copy down the name, the date the person was killed or declared missing and the panel and line number where the name can be found.

4. Have the team locate the name on The Wall for the entire class.

The names on the panels are organized chronologically by casualty date:

- The listing of names begins at the apex of The Wall on the center right hand panel (Panel 1 East). Here, the year 1959 is inscribed to indicate the year of the first American casualties in Vietnam.
- The names continue eastward to the far right end of the Memorial (Panel 70 East).
- The list continues on the far-left panel (Panel 70 West) and ends at the apex on Panel 1 West, where the year 1975 is inscribed. Here, the last casualty meets the first.

The symbols tell you if a servicemember is missing in action or a confirmed casualty:

- a diamond denotes the person's death was confirmed.
- a cross denotes the person remains missing in action.
- a diamond around the cross confirms that the person's remains, although once missing, have been returned or accounted for.
- In the event that a person returns home alive, a circle – as a symbol of life – would be inscribed around the cross.

CH + EUGENE
+ RICHARD C
EY + RICHARD
DODWIN + GI

ON-SITE ACTIVITY #5 – MAKING A NAME RUBBING

Appropriate for grades 3-12. Younger students may need assistance.

1. Once your class has located the name of someone from your home state, choose two people from the class to make a rubbing of the person's name. (Making a class rubbing rather than individual ones will prevent disturbing the flow of traffic.)

2. Use a graphite pencil and paper available at the National Park Service kiosk or from a Park Ranger or Memorial volunteer. Remember that pens or sharp pencils can scratch the Memorial and crayons can leave wax on its surface.
3. If each person wants a copy of the rubbing, photocopy the original upon your return to the classroom.

BACK IN THE CLASSROOM – LEARNING MORE...

Appropriate for grades 5-12. Younger students may need assistance.

When you return from Washington, DC, look for additional information on the veteran whose name you located on The Wall.

1. Locate the chosen veteran on The Virtual Wall by visiting <http://www.vvmf.org>. Look for casualty information, remembrances left by loved ones and for other veterans who share commonalties with this person.
2. Check local newspaper archives from the week the veteran was killed to see if you can find an obituary or newspaper article about the veteran.
3. Check local high school yearbooks for the year the person likely graduated to find out if the veteran attended your school or one nearby.

ON-SITE ACTIVITY #6 – HOW MANY NAMES?

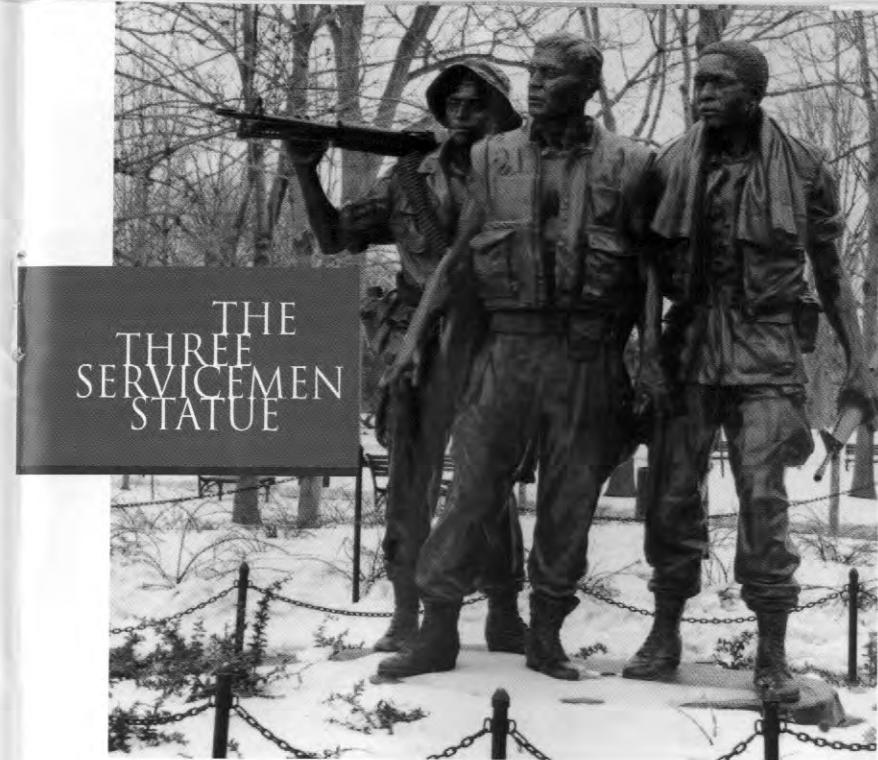
Appropriate for grades 3-12.

This activity is designed to give students a sense of the enormity of American lives lost in Vietnam. As of Memorial Day 2000, 58,220 names are inscribed on The Wall. If appropriate, additional names may be added. What fraction of the total number of names on The Wall does your class represent? Using your group as a guide for the amount of space that number of people occupies, figure out how much of the Mall would be filled if there were a person standing on the Mall for every name on The Wall.

BACK IN THE CLASSROOM – VETERANS SPEAK

Appropriate for grades K-12.

Consult the Memorial Fund web site (<http://www.vvmf.org> and click on Teach Vietnam) or the Community in the Classroom web site (http://www.wcpss.net/community_in_the_classroom/vietnam/) for information and guidance about inviting a veteran of the Vietnam War to speak to your class. (Please note, this takes careful planning and screening of potential speakers by the teacher to insure a positive learning experience for all involved.)



© Frederick E. Hart/VVMF, 1984

Maya Lin's design for the Vietnam Veterans Memorial was controversial. People were accustomed to majestic monuments depicting leaders on horseback and soldiers performing acts of heroism. As a result, some veterans referred to Maya Lin's non-traditional design as "a black gash of shame." These veterans garnered support for a more traditional memorial, and the Secretary of the Interior delayed construction of the Vietnam Veterans Memorial until their concerns were addressed.

A compromise eventually was reached. The late Frederick Hart was chosen to design and sculpt a traditional statue to be included as part of the Vietnam Veterans Memorial. In 1984, *The Three Servicemen* statue was unveiled.

ON-SITE ACTIVITY – STUDENT REFLECTIONS

Appropriate for grades K-12.

Here are some questions for your students to consider as they visit *The Three Servicemen* statue:

1. What do you think is happening here? What are these men doing?

2. Look closely at the statue to discover:
 - which soldier carries the most ammunition?
 - which soldier has the least water rations?
 - which soldier has only partly laced his boots?
3. How does this statue make you feel? What do you think the soldiers were feeling?
4. Why do you think Frederick Hart chose to depict an Hispanic, an African-American and a Caucasian soldier?

BACK IN THE CLASSROOM – THE STORY OF *THE THREE SERVICEMEN*

Appropriate for grades 5-12.

When your students return to school, ask them to choose one serviceman from the memorial and write a fictional story about the scene depicted in *The Three Servicemen*. Some questions to answer in the story may include:

1. How do you think he got to Vietnam?
2. Where do you think his home was? What did he do there before going to Vietnam?
3. What is the soldier's age, rank, ethnicity? How might these things have affected his service in Vietnam?
4. What do you think was happening in the scene depicted in this sculpture?
5. What happened to him during the rest of the war?



THE VIETNAM WOMEN'S MEMORIAL



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More than 8,500 women served in the war in Vietnam as members of the Armed Forces. Eight lost their lives and their names are inscribed on The Wall. In addition to serving in the military, women worked as civilians – as nurses, USO workers, map makers, intelligence specialists, photographers, journalists and air traffic controllers. In 1983, Diane Carlson Evans, who served in Vietnam as an Army nurse and now chairs the Vietnam Women's Memorial Project, began turning her dreams of a memorial for the women who served in Vietnam into a reality.

Glenna Goodacre of Santa Fe, New Mexico was chosen to design the Vietnam Women's Memorial as a tribute to the many women who served in Vietnam.

On November 11, 1993, ten years after the idea for a Vietnam Women's Memorial was first conceived, the memorial was dedicated.

ON-SITE ACTIVITY – STUDENT REFLECTIONS

Appropriate for grades K-12.

1. What do you think is happening here?
2. Why is one woman looking up?
3. Where was the soldier wounded? How do you think he was wounded?
4. How does this statue make you feel?
5. Discuss the many roles that women played in Vietnam. Why do you think women volunteered to serve in Vietnam? Should women be drafted in wartime?

BACK IN THE CLASSROOM – WOMEN WHO SERVED

Appropriate for grades K-12.

Contact the Women In Military Service For America Memorial Foundation for a list of women veterans who might speak to your class about their experiences in Vietnam. The Women's Memorial may be reached at 800-222-2294, or by writing to The Women's Memorial, 5510 Columbia Pike, Suite 302, Arlington, VA 22204.



© Frank Gaylord/KWVM, 1995

Like Vietnam, the Korean War (1950-1953) was a by-product of the Cold War. The Korean Armistice was signed one year before the French defeat in Vietnam at Dien Bien Phu. In Korea, Communist China and the Soviet Union aided the North Korean forces. Presidents Truman and Eisenhower looked upon Vietnam as another instance of communist aggression that needed to be contained by the United States. Policymakers assumed that the U.S. would prevail and that South Vietnam would be independent, modeling what had happened when the Korean War ended: Korea was divided along the 38th parallel, with a communist government in the north and a non-communist government in the south. But because the circumstances and history of Vietnam were very different from the situation in Korea, neither the conflict nor its results were the same.

The Korean War Veterans Memorial honoring the more than 1.5 million Americans who served in that war was dedicated on July 27, 1995. Frank Gaylord sculpted the statues for the Memorial, while Louis Nelson created the mural of faces that accompanies them.

ON-SITE ACTIVITY #1 – FACES ON THE KOREAN WAR VETERANS MEMORIAL

Appropriate for grades K-12.

Artist Louis Nelson created the etched portraits on the granite wall at the Korean War Veterans Memorial. The faces in the mural are taken from actual photographs of soldiers, sailors, airmen, marines, nurses and others who supported the ground troops in Korea.

Give your students time to explore the many faces on the mural. Then have them respond to the following questions:

1. What is your favorite image on the mural?
2. What do you think is happening in this picture?
3. What do you think the person is doing? How is he/she feeling?

ON-SITE ACTIVITY #2 – COUNTRIES INVOLVED IN THE KOREAN WAR

Appropriate for grades 3-12.

Men and women from 22 nations formed the forces serving under the United Nations flag in Korea. The names and flags of those countries are featured on the Korean War Veterans Memorial.

1. Encourage your students to find the place where the names of the countries participating in the war are listed. (The numbers of personnel killed and the countries they were from are etched in the stone near the Pool of Remembrance.)
2. Ask them to record the names of the countries on a piece of paper.
3. When should the United States serve under the UN flag?
4. When you return to the classroom, locate each of the countries on a map.

BACK IN THE CLASSROOM – HOW DID THEY MAKE IT WORK?

Appropriate for grades 5-12.

The Korean War was fought before the advent of laptops, desktop computers, modems or e-mail. Twenty-two countries worked together to coordinate the movement of materials, personnel and supplies. They coordinated troop movement, supplied field hospitals and fed the troops without the aid of computers.

How do you think the U.S. and the United Nations coordinated this massive movement of troops and equipment without computers to help them?



© Louis Nelson/KWVM, 1995

WRAP-UP ACTIVITIES

A FAVORITE MEMORIAL

Appropriate for grades K-12.

Lead a discussion with your class, using these questions as a guide:

1. Of the memorials you visited today, which was your favorite? Why?
2. Did you notice any similarities among The Wall, *The Three Servicemen* statue, the Vietnam Women's Memorial and the Korean War Veterans Memorial? Differences?
3. If you were asked to design a memorial, what factors would you take into consideration? Who or what would you honor?
4. What are some types of events and people that we honor with all memorials?

PATRIOTS' WALK: EXTENDING THE EXPERIENCE

Appropriate for grades K-12.

The Patriots' Walk will broaden your students' understanding of the sacrifices made by the men and women who have bravely served the U.S. in many conflicts, from the Revolutionary War to Vietnam.

Begin the Patriots' Walk after you visit the Korean War Veterans Memorial. Walk along the path toward the Washington Monument. About 1/4 mile down, you will see a white marble structure. Notice that this memorial has the names of Washingtonians who died in **World War I** (Over 115,000 Americans in all gave their lives in that war.)



Ask one of your students to read the inscription, and then discuss how the causes and effects of that war were the same as or different from the Korean and Vietnam Wars.

Proceed to the end of the reflecting pool and circle back toward the Vietnam Veterans Memorial. A nicely landscaped lake contains a memorial to the **56 signors of the Declaration of Independence**. How is this memorial different from some others you have seen?

Continue your Patriots' Walk by taking your students to the **Lincoln Memorial**. Ask a student to read the Second Inaugural Address or the Gettysburg Address, both of which are on display here. Encourage students to share their thoughts about these two addresses and why they are enshrined at the Lincoln Memorial today.

From the Lincoln Memorial, proceed to the **FDR Memorial**. This memorial honors President Franklin D. Roosevelt. Why do you think FDR has been memorialized?

The **World War II Memorial** will be built on the National Mall at the east end of the Reflecting Pool between the Lincoln Memorial and the Washington Monument. Groundbreaking is scheduled for Veterans Day 2000. The World War II Memorial will be the first national memorial dedicated to all who served in the U.S. Armed Forces and Merchant Marine during World War II.

At the end of the Patriots' Walk, lead a discussion about the different memorials. Compare and contrast the designs of the monuments, along with the people and conflicts that are honored by them. Has the way we memorialize important people and events changed?



*For more information about
the Vietnam Veterans Memorial,
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