



# Educators' Guide

featuring standards-aligned lesson plans,  
activities, handouts, and more!

Written to be used with the Video Education Modules for  
this film, available at PBS Learning Media



[www.OnTwoFrontsMovie.com](http://www.OnTwoFrontsMovie.com)

**Educators' Guide: *On Two Fronts: Latinos & Vietnam***

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# I. Introduction & Overview

## How to Use This Guide

This collection of lesson plans, short video modules, and classroom resources invites teachers, facilitators, and—primarily—young people to explore a pivotal time in America’s history and to learn more about both the contributions of Latino Americans to the Vietnam War and the rise of a Chicano antiwar movement. The voice of U.S. Latinos, and in particular Latino veterans and community activists, is often left out of the broader American narrative of what it means to serve one’s country. These lessons engage students in vivid real-life stories of Latino veterans and activists, and are aligned with key national standards.

A secondary, but no less important, purpose of this collection is to encourage students to make connections between the past and the present. The lessons are designed to provoke critical thinking about the intersection of military service and class divisions in the United States, as well as how we honor and support our veterans.

This guide is designed to inspire young people to learn, collaborate, and serve with their peers and their communities. Together, they can learn more about the many contributions and sacrifices of Latino veterans and activists, design strategies to honor that service, and consider ways to serve their country.

## The Power of Youth Action

Throughout the country, young people are organizing every single day and fighting for better schools, social justice, and the rights of many different communities. These young change-makers are partnering with adult allies and organizations to act upon issues that are important to them. They are questioning policies, laws, and conditions that limit their aspirations and opportunities or attempt to silence or ignore their voices. Through the power of youth action, young people are gaining valuable skills and tools to take command of their own futures and making change in their communities.

For some young people, the idea of honoring our veterans and serving one’s country may feel abstract or daunting. But no action is too small: Actions such as listening to and recording a veteran’s story, creating a virtual veterans’ memorial, or even producing a public event are among the ideas that can be explored. Bringing communities together around the issues that veterans face — from the Vietnam War to more recent conflicts — is critical. Whether schools are predominantly Latino or not, addressing how to honor the sacrifices and improve the lives of Latino veterans — and all our veterans — will strengthen the entire community.

## Lesson Plans:

*On Two Fronts: Latinos & Vietnam* lessons are developed for grades 7 to 12 and can be adapted easily to other grade levels. Each lesson follows a similar format, with contextual

information for the teacher, warm-up activities, a featured activity, a short video module (10 to 12 minutes) and discussion questions, culminating activities, and extensions. The lessons are designed to be completed in four to five class sessions but are flexible enough to be adapted for shorter or longer timeframes. **Teachers should consider each activity as a potential tool in their toolbox – feel free to mix and match them to suit the needs of your overall curriculum.**

### Technical Requirements:

Many of the strategies in this guide leverage the power of technology and social media as an education and engagement tool. Latino teens are not only the fastest-growing demographic in the United States but also the largest ethnic group using social media. Studies show that better learning takes place when students actively make things and share their knowledge rather than passively absorb information in a traditional classroom setting. Not every student, however, will have the same tools or familiarity with online sharing. It would be effective to teach these lessons where everyone can access the technology together, such as a computer lab, community media center, or library. If technology is limited, then pair or group participants in a way that allows them to share a mobile device or computer.

### Who Is This Educator Guide For?

- Middle school and high school students in the following subject areas: U.S. history, ethnic studies, world history, geography, economics, civics, sociology, and psychology
- Teen members of a club, organization, youth council, or campaign
- Teens who are concerned about veterans' issues and issues facing Latino American communities
- Educators, activists, and leaders who want to involve young people through media, discussion, and action

### How Can This Educator Guide Be Used?

- To enhance and complement existing curricula
- As a discussion and workshop activity resource for:
  - School-based clubs and organizations
  - After-school programs that promote social justice and youth development
  - Youth break-out sessions for screenings of *On Two Fronts: Latinos & Vietnam*
  - Public events bringing together community members and youth to address issues facing veterans
- As an introduction and springboard for:
  - Raising awareness about issues that impact veterans
  - Developing youth-led organizing campaigns
  - Planning youth-produced events

## II. Standards Alignment

These lessons are designed primarily with upper-level high school social studies and English language arts teachers in mind; however, they are also suitable for use in a wide variety of informal educational settings, such as youth-serving organizations, churches, home schools, and youth workshops. The lesson plans are flexible, and we encourage facilitators and teachers to be creative about how they enhance their curricula with the film, the short modules, and the activities we have provided. Below are two areas of key national standards that hold particular relevance:

**The Common Core State Standards for English Language Arts** recognize that to thrive in the newly wired world, students need to master new ways of reading and writing. These lessons place emphasis on using documentary film and social media as important texts that can provide engaging segues into analysis of other kinds of texts. Students will

- compare and contrast the structure of two or more texts and analyze how the differing structures of each contribute to their meaning and style (*Reading Standards, Craft and Structure, Standard 5, Grade 8*);
- use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others (*Writing Standards, Production and Distribution of Writing, Standard 6, Grade 8*); and
- integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well textually to address a question or solve a problem (*Reading Standards for Informational Text, Integration of Knowledge and Ideas, Standard 7, Grades 11 and 12*).

**The C3 Framework (College, Career & Civic Life) for Social Studies** is designed to help students become more prepared for college and become engaged, active citizens. These lessons align with C3's goals of teaching critical thinking and writing skills, while also encouraging students to act in ways that promote the common good and respect differing perspectives:

- **Dimension 1: Developing Questions and Planning Inquiries:** Students will learn to develop compelling and supporting questions that can frame and advance an inquiry.
- **Dimension 2: Applying Disciplinary Concepts and Tools:**
  - **Civics:** Students will explore the line between equality and civil rights, on one hand, and responsibility as citizens, on the other. They will examine history critically to gain an understanding of how and when Americans gain access to equality and civil rights.
  - **Economics:** Students will analyze how economic and political incentives influence choices and may result in policies with a range of costs and benefits for different groups.

- o **History:** Students will analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- **Dimension 3: Evaluating Sources and Using Evidence:**  
Students will integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- **Dimension 4: Taking Informed Action:**
  - o Students will participate in group projects, discussions, and productions that analyze public problems, and take collaborative action to address them.
  - o Students will reflect on their actions and influence institutions to create meaningful, sustainable change.

The lesson plans also provide many cultural enrichment opportunities:

- Hispanic Heritage Month (September 15<sup>th</sup> to October 15<sup>th</sup>)
  - Cesar Chavez day of service (March 31<sup>st</sup>)
  - Memorial Day (last Monday in May)
  - Public Service Day (June 23<sup>rd</sup>)
  - Veteran’s Day (November 11<sup>th</sup>)

*On Two Fronts: Latinos & Vietnam* is proud to make its educational materials available, including this Educators Guide and the accompanying video modules, through PBS and PBS Learning Media.

Visit <http://www.pbslearningmedia.org/> for more information and resources.



### III. About the Film



***On Two Fronts: Latinos & Vietnam*, a documentary by Los Angeles–based filmmaker Mylène Moreno, examines the Latino experience during a war that placed its heaviest burden on working-class youth.**

Framing the documentary are memoirs of two siblings, Everett and Delia Alvarez, who stood on opposite sides of the Vietnam War, one as a prisoner of war (POW) and the other as a protester at home. Other stories deepen the narrative: In Greenlee County, Arizona, miners' children fought and died for their country in devastating proportions. Sisters and mothers took notice and action. A farmworker's son translated his military experience into a career before resigning in protest from his post on a local draft board.

*On Two Fronts* raises issues that remain relevant today. In communities where there were few alternatives to service, war impacted every household — especially amongst Latinos. How did this affect the young men who served on the front lines? How did it impact their communities? During the Vietnam War Latinos began asking for the first time: What is the true cost of war and the appropriate price of citizenship?

Filmed on location throughout the Southwest and in Vietnam, *On Two Fronts* combines lush photography with home movies, vivid news footage, and a trove of personal photographs.

For more information, visit the film's website: <http://www.ontwofrontsmovie.com/> .

This program, produced by Souvenir Pictures, Inc., is a presentation of Oregon Public Broadcasting in association with Latino Public Broadcasting, with major funding provided by the Corporation for Public Broadcasting (CPB).

#### From the Filmmaker

*On Two Fronts: Latinos & Vietnam* examines the Latino experience during a war that placed its heaviest burden on working-class youth. Framing the documentary are memoirs of two siblings, Everett and Delia Alvarez, who stood on opposite sides of the Vietnam War, one as a prisoner of war (POW) and the other as a protester at home. Other stories deepen the narrative: In Greenlee County, Arizona, miners' children fought and died for their country in devastating proportions. Sisters and mothers took notice and action. A farmworker's son

translated his military experience into a career before resigning in protest from his post on a local draft board.

*On Two Fronts* raises issues that remain relevant today. In communities where there were few alternatives to service, war impacted every household — not least amongst Latinos. How did this affect the young men who served on the front lines? How did it impact their communities? During the Vietnam War Latinos began asking for the first time, “What is the true cost of war and the appropriate price of citizenship?”

As with all my projects, this documentary has been personal. Years ago, I had the good fortune to produce an hour of the landmark PBS series “¡CHICANO! History of the Mexican American Civil Rights Movement.” My episode ended with the biggest and best-known antiwar march during the Chicano movement in late 1970. I am just old enough to remember the pall of an unpopular war, seeing POW/missing-in-action (MIA) bracelets on my babysitters’ wrists, and our country’s collective relief once the last troops and the POWs finally came home. The “¡CHICANO!” series experience prompted me to investigate my own family’s Vietnam stories. One uncle is a combat veteran and another had been at that protest, the August 1970 Chicano Moratorium march through East Los Angeles. Ever since, I’ve yearned for the opportunity to further explore the Vietnam War and that era’s impact on other families like mine.

From the moment I began researching this project I was warned, “Vietnam is still a raw subject. Don’t expect a lot of cooperation.” Yes, as always, I had to build trust and proceed cautiously. And yes, there is still considerable controversy and almost everyone I spoke to has deeply conflicted opinions about their involvement in that war. Some still smart from their encounters with journalists 45 years ago; others continue to suffer from their wartime experiences and others from their postwar return. But on the whole, the veterans, family members, and activists I approached were eager to share their stories — on and off camera — and help me get things straight. Maybe this is because, as one veteran told me, enough time has passed and stories that were too difficult to share immediately with sons and daughters must now be told for grandchildren — before it’s too late. Certainly these stories need to be visited, so that all of us, our children, and future generations can better understand the burden war places on soldiers, their families, and communities. In recent wars, this is a burden that fewer and fewer bear — and thus fewer and fewer of us are directly impacted — making it all the more imperative that we pay attention to and learn from these stories.

-- Mylène Moreno



## IV. Lesson Plans

### Lesson 1: Who Are Latino Veterans?



#### **Purpose:**

The ethnic diversity of the United States of America is reflected in the composition of its armed forces. Among other ethnic groups, many Latinos served in the Vietnam War, though their stories are often overlooked in history texts. This lesson is designed to introduce the tremendous diversity within the Latino population in the United States in terms of place of origin, culture, language, geographic location, and citizenship. This deeper understanding of the complexity of Latino culture will encourage deeper insight into the experiences of Vietnam War veterans, and a deeper understanding of the significant contributions of the many Latino men and women who fought for their country. The lesson also encourages students to develop their own framework for further inquiry for the rest of the unit.

#### **Learning Objectives:**

- Examine common conceptions about Latinos and Vietnam War veterans.
- Assess how the trailer for the documentary *On Two Fronts: Latinos & Vietnam* challenges or affirms those conceptions.
- Develop student-generated questions for further investigation and examination of Latinos and the Vietnam War.

#### **Grade Levels: 7–12**

#### **Suggested Time:**

- One 50-minute class period + out-of-class assignments

#### **Multimedia Resources:**

- *On Two Fronts: Latinos & Vietnam* trailer (free streaming video)  
[https://www.youtube.com/channel/UC\\_eNciEIDU7Spaidgju2GYw](https://www.youtube.com/channel/UC_eNciEIDU7Spaidgju2GYw)

## Materials:

- Student Handout A: KWL Chart (Know–Want-to-Know–Learned)
- Student Handout B: Guiding Questions Chart

## Lesson 1 Procedures:

### Warm-Up Activity

#### Part 1: What Do You Know about Latinos in the United States? (10–15 minutes):

Display images of Latinos and Latinas from magazines and the internet. A potential resource for this is the PBS series *Latino Americans*: <http://www.pbs.org/latino-americans/en/education/>.

Divide students into groups of three to five, depending on your class size. Ask students to use the images as prompts to generate their own questions about Latinos and record them on a whiteboard or butcher paper. The following questions can be used as examples, but feel free to create your own questions that prompt students to share what they already know about Latino culture – taking into consideration the demographics of your classroom:

- Who are Latinos?
- Where do they live? (Refer to a map of the United States.)
- How is Latino history intertwined with U.S. history?
- Is there such a thing as a typical Latino? If so, what?

Show students the map below, either as a handout or projected on a screen:

Current and Percentage Changed – Latino population in the United States  
(<http://www.nclr.org/webstats2011/StatPlanet.html>)

Offer some basic facts<sup>1</sup> about the diversity of the Latino population:

- There are 50.7 million Latinos currently residing in the United States.
- Around 50 percent of Latinos are bilingual: Approximately 30 percent of Latinos who identify as bilingual speak Spanish primarily, and roughly 20 percent speak English primarily.
- There is a growing number of bilingual Latinos under the age of 35.
- More than half (55 percent) of the U.S. Hispanic population resides in three states: California, Texas, and Florida. California has the nation's largest Hispanic population, with **about 14.4 million** Hispanics. But the fastest areas of growth in the population are in the Southeast and the Midwest - particularly Alabama, where the Latino population grew 158 percent from 2000 to 2011.

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<sup>1</sup> Source: Pew Research Center. 2012. "The 10 Largest Hispanic Origin Groups: Characteristics, Rankings, Top Counties." <http://www.pewhispanic.org/2012/06/27/the-10-largest-hispanic-origin-groups-characteristics-rankings-top-counties/>

- Mexicans make up 65 percent of the Latino population, followed by Puerto Ricans and Central Americans (9 percent each). Cuban Americans make up nearly 4 percent. Other significant groups include Dominicans, Colombians, Ecuadorians, and Peruvians.
- Before the U.S.-Mexico War of 1846 to 1848 most of the southwestern United States was part of Mexico, and before that, Spain.
  - The Commonwealth of Puerto Rico is a territory of the United States. Until the 1950s, Puerto Ricans fought for the United States in segregated units, including in World War II (WWII): More than sixty-five thousand Puerto Ricans served in that conflict, and more than forty-five thousand served in the Vietnam War.

Offer some prompts about the contributions Latinos have made to the United States (examples: Cesar Chavez, Dolores Huerta, and the Chicano civil rights and labor rights movements). Here is a good slideshow featuring more examples, from *The Huffington Post*: “Eleven Latino Contributions to U.S. History”:

[http://www.huffingtonpost.com/2013/07/04/latinos-contributions-to-us-history-independence\\_n\\_3545899.html](http://www.huffingtonpost.com/2013/07/04/latinos-contributions-to-us-history-independence_n_3545899.html)

## Part 2: What Do You Know about the Vietnam War? (10–15 minutes)

Now ask students to share what they know about the Vietnam War. Below are suggested questions to assess how much students know about the conflict in Vietnam. You can adapt these depending on what you have already covered in your curriculum, or ask students to generate their own questions:

- Why did the United States go to war in Vietnam?
- Why did the Vietnamese people fight in the war?
- What did the American people think about the war?



The Vietnam War  
© 2000 by Addison-Wesley Educational Publishers Inc.

If helpful for this activity, give the following brief overview about the Vietnam War. The time and detail you invest in this activity will depend on how much of this topic has been covered in previous class instruction.

**Brief Overview of the Vietnam War:**

The roots of American involvement in the Vietnam War can be traced back to the Cold War immediately following the end of WWII, when the Vietnamese resumed their prewar struggle for self-determination against their colonial occupier, France. After WWII, France's hold on Vietnam was aided by the United States. Vietnam ultimately defeated the French at the 1954 Battle of Dien Bien Phu. The subsequent Geneva Accords temporarily divided Vietnam between an anti-Communist South and a Communist North and promised that national elections to unify Vietnam would be held in July 1956. Instead, fearing unification under the Communist North, the United States decided to support a self-proclaimed president of South Vietnam, who cancelled the vote. The Communist North Vietnamese government and their South Vietnamese allies, the Viet Cong guerrillas, continued fighting in the South for national independence and a unified country. The United States provided financial and covert military support to the government of South Vietnam — until March 1965, when President Lyndon B. Johnson responded to the August 1964 Gulf of Tonkin Incident by openly committing large-scale ground forces. Our troop commitment peaked at five hundred and thirty-six thousand troops in 1968.

Until the recent war in Afghanistan, the Vietnam War was the longest war in American history and the most unpopular American war of the 20<sup>th</sup> century. It resulted in nearly sixty thousand American deaths and an estimated three million Vietnamese deaths. As the war dragged on, the American public's support of the war waned. The surprise attack by the North Vietnamese and Viet Cong during the 1968 Tet Offensive shocked American forces. Televised images of battles throughout South Vietnam undermined support at home, convincing many that the U.S.-South Vietnam war of attrition was hopeless.

The heavy loss of American lives that resulted turned many Americans against the war. Under mounting public pressure, President Richard Nixon began withdrawing ground troops and intensifying bombing. From 1968 to 1973, American officials held public and secret peace talks in Paris, France, finally reaching a peace agreement in 1973 to withdraw U.S. troops in exchange for the return of U.S. prisoners of war in, among other promises. In April 1975, South Vietnam surrendered to the North and Vietnam was reunited.

**Follow-up questions to consider asking students:**

- What do you know about Latinos serving in the Vietnam War?
- How might the experience of Latinos compare to that of other Americans during the Vietnam War?

### Part 3: Viewing the Film Trailer (5 minutes)

Introduce the trailer for the documentary film, *On Two Fronts: Latinos & Vietnam*. Before viewing it, ask the students to fill in the “Know” and “Want to Know” sections of Student Handout A: KWL Chart (Know–Want-to-Know–Learned).

### Part 4: After Viewing the Film Trailer (5 minutes)

Divide students into groups of two or three. Ask them to help each other fill in the “Learned” section on their KWL charts after watching the trailer. Have students display their KWL charts and discuss as a group. Discuss how the trailer confirmed or challenged their expectations.

#### Media Literacy about Film Trailers:

- What did you learn from this trailer? What is missing?
- What is the filmmaker’s point of view?
- What is the purpose of a film trailer?
- In your opinion, does this trailer effectively serve that purpose? Why or why not? Defend your statement with examples.

## Assignment/Extension

### 1) Guiding Questions

Distribute **Student Handout B: Guiding Questions Chart** and ask students to come up with key questions they hope to answer through the process of completing this collection of lessons.

Place these questions around the room as guiding questions for the duration of the unit. Come back to them at the end of the unit to assess whether or not students feel they have found answers to the questions. If so, what are they? If not, what other information is needed?

## Lesson 2: Honoring Latino Service and All Our Veterans



**“Your forefathers went to the service. My father went to the service. It was my duty to go also.” - Steve Guzzo, Veteran**

### **Purpose:**

In this lesson, students will gain a deeper understanding of the history of Latino military service and the reasons why so many Latinos have enlisted in the armed forces before, during, and after the Vietnam War. Students will learn to think more deeply about what military service means to ethnic minorities in the United States, such as Latinos, who have experienced multiple generations of discrimination and barriers to full citizenship. Students will also reflect on how our society recognizes military service and the sacrifices war veterans have made by examining different kinds of public art and media.

### **Overview: Latinos and Vietnam**

Latino Americans have a long tradition of military service in the United States. Nearly half a million Latinos fought in WWII, and while data for Latino service in the Vietnam War was not collected, it is known that forty-eight thousand soldiers came from Puerto Rico alone.<sup>2</sup> Historian Lorena Oropeza writes, “At the heart of the modern Latino experience has been the quest for first-class citizenship. Within this broader framework, military service provides unassailable proof that Latinos are Americans who have been proud to serve, fight, and die for their country, the U.S.”<sup>3</sup>

Many characters in the film *On Two Fronts* point to their family’s tradition of proud military service as the main reason why they enlisted; others describe their lack of alternatives to military service.

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<sup>2</sup> **Source:** Christian Appy, author of *Working-Class War: American Combat Soldiers and Vietnam*, says his source is: U.S. Government Printing Office. 1985. “U.S. Casualties in Southeast Asia.”

<sup>3</sup> **Source:** Oropeza, Lorena. 2013. “Fighting on Two Fronts: Latinos in the Military”  
<http://www.nps.gov/history/heritageinitiatives/latino/latinothemestudy/military.htm>

The tradition of Latino military service continues today. In 2010, Latinos represented the third-largest ethnic group among the nation’s 21.8 million veterans, according to the U.S. Census Bureau. Although there is no longer a draft, almost 17 percent of new voluntary military recruits are Latino, according to a January 2013 report on NBC Latino<sup>4</sup>. Many community activists point to persistent factors in the Latino community such as poverty, high drop out rates, and limited investment in youth development programs as driving forces behind the high enlistment rates.

### Learning Objectives:

- Examine historical timelines of the Vietnam War and civil rights era from a Latino perspective.
- Analyze first-person accounts of Latino Americans who served in the Vietnam War and the long tradition of Latino Americans who looked to military service as a route to citizenship — both legally and in terms of social acceptance.
- Create strategies for honoring and supporting veterans in their own communities.

### Grade Levels: 7–12

### Suggested Time:

- Two 50-minute class periods + out-of-class assignments

### Materials:

- *On Two Fronts: Latinos & Vietnam* Educational Video Modules 1 and 2: “It Was My Duty to Serve” and “Veterans’ Memorial” (free streaming video)
- *Vietnam War Timeline* (Online): <http://www.pbs.org/wgbh/amex/vietnam/timeline/>
- *Latino American History Timeline 1900–Present* (Online): <http://www.pbs.org/latino-americans/en/timeline/#y1900>
- **Student Handout C: Testimonials**
- **Student Handout D: Memorials**

## Lesson 2 Procedures

### Part 1: Warm-Up Activity (10–15 minutes)

#### Vietnam War and Latino History Timelines:

Display this timeline of the Vietnam War from the PBS series *Vietnam: A Television History*: <http://www.pbs.org/wgbh/amex/vietnam/timeline/>. Then share this timeline about key events in Latino American history from the PBS series *Latino Americans*: <http://www.pbs.org/latino-americans/en/timeline/#y1900>. You can choose to focus on a particular time period to frame the discussion (for example: 1964 to 1975). Ask students the following questions (or come up with your own):

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<sup>4</sup> **Source:** Richards-Gustafson, Flora. 2014. “Honoring the Untold Story of U.S. Latino Veterans.” <http://www.latinlife.com/article/234/honoring-the-untold-story-of-us-latino-veterans>

- What did you learn that you didn't know looking at the first timeline?
- What did you learn that you didn't know looking at the second timeline?
- What connections or patterns do you see between the events in Latino history and the history of the Vietnam War?
- How did the events of the Vietnam War influence the events happening in the United States during the same time period?

**Optional activity:** Make your own interactive timeline focused on a particular year during the Vietnam War or ask students to do this using free, open-source tools such as Capzles (<http://www.capzles.com/>) or Dipity (<http://www.dipity.com/>).

## Part 2: Veterans' Testimonials (30 minutes)

Divide students into three to five groups and either assign to them or ask them to choose one of the testimonials from any of these sites to watch, listen, or read:

- **Make the Connection: Shared Experiences and Support for Veterans:** This is a collection of video stories from veterans that chronicles their mental health challenges and their journeys toward recovery:  
<http://www.maketheconnection.net/stories-of-connection>
- **The U.S. Latino & Latina WWII Oral History Project (Vietnam section):** This archive of excellent primary source material records the stories of U.S. Latinos, interviewing more than five hundred men and women since the spring of 1999. The project's archives are composed of the interviews, most of them on videotape, as well as digital copies of photographs interviewees have lent to the project and other supporting materials.  
<http://www.lib.utexas.edu/voces/browse-locale.html?locale=Vietnam>
- **The Military Voices Initiative from StoryCorps:** This project provides a platform for veterans, servicemembers, and military families to share their stories “to honor their voices, amplify their experiences, and let them know that we — as a nation — are listening”: <http://www.storycorps.org/military-voices/>

Ask one representative from each group to share what their group learned in a discussion with the whole class. They can use **Student Handout C: Testimonials** as a graphic organizer to respond to the following discussion prompts, or they can create their own questions for discussion:

- What did you learn from this testimonial that you never imagined before?
- What especially stood out to you about this person's story?
- What do you think this person needs in terms of support?
- How might you honor this person's service to our country?
- Does this testimonial tell you anything about the diversity of the armed forces?

### Part 3: View Educational Video Module 1: “It Was My Duty to Serve” (12 minutes)

#### Discussion Questions: (10 minutes)

The following are suggested discussion prompts, but feel free to develop your own!

- What surprised you the most about the stories presented in this video module?
- Why did so many young Latino men serve in WWII?
- What job or educational options other than the military were available to the young Latino men in places like Greenlee County, Arizona?
- What do you think about this statement from Alfredo Vea: “At 16 you have no idea who you are. But you want to have an idea who you are, and you choose these things that will give you the value of who you are. One of the most imaginary portfolios that can ever be handed to a 16-17 year-old boy is the portfolio of ‘Hero, the Warrior Hero.’”
- How do you think the reality of combat in Vietnam differed from the “imaginary portfolio” of the “Warrior Hero” for the men in this module?
- Why do you think so many Latinos served as “grunts” on the front lines?
- Why do you think Antonio Santiago embraced “his Puerto Rican heritage” after serving in Vietnam?

### Part 4: Veterans’ Memorials (30–40 minutes)

Memorials are not value-neutral objects or places. They are purposefully designed with a specific purpose and message that the maker wants to communicate to the public. As public artifacts, they can often be controversial and spark dialogue about how we choose to collectively honor our veterans.

#### View Educational Video Module 2: “Veterans’ Memorial” (3 minutes)

#### Suggested questions for post-viewing discussion:

- Why do you think these Vietnam veterans chose this particular location to erect a memorial for their fallen comrades?
- Why do you think they used dog tags in their memorial? Do you think this is an effective way to honor service? Why or why not?
- What meaning do you think there is for these men to visit this memorial and maintain it?

Divide the class into three to five groups and either assign to them or let them choose one of these memorials to study for roughly 10 minutes. Feel free to exchange any of these for other examples of Vietnam memorials – there are hundreds!:

*LIFE* magazine: “One Week’s Toll”:

<http://time.com/3485726/faces-of-the-american-dead-in-vietnam-one-weeks-toll-june-1969/>

**Anthem (Arizona) Veterans Memorial:**

<http://www.onlineat anthem.com/anthem-veterans-memorial>

**Maya Lin, Vietnam Veterans Memorial, 1982:**

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

**Vietnam Veterans Memorial of San Antonio:**

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

**Andy Valdivia's Hispanic Heritage Mural in Oakland:**

<http://www.cjonline.com/sites/default/files/imagecache/superphoto/11691485.jpg>

*Optional activity: Have students research local memorial sites and take them on a field trip to visit the memorial.*

**Ask students to consider the following for each memorial, using Student Handout D: Memorials as a graphic organizer — or again, encourage them to develop their own questions to foster their spirit of inquiry:**

- Who made this memorial? What is their perspective on the Vietnam War?
- What part of the history of the Vietnam War is highlighted in this memorial, and what is left out?
- What do you think is the intended meaning behind this memorial?
- What creative choices were used to express that meaning?
- What is the emotional impact for you after looking at this memorial?
- What makes this memorial unique or special?
- How might you do this memorial differently?
- What other stories in your community are honored publicly and why?

Ask each group to share their responses with the rest of the class.

## Assignments/Extensions

### 1) Personal Timeline

Have students use a free online timeline-creation tool such as [Capzles](#) or [Dipity](#) to create their own timeline. Have them select either a time period to frame their activity or a particular theme such as the civil rights movement or the buildup to the Vietnam War. They should interview family or community members who lived during the period they selected to add key moments from those individuals' lives to historical moments from that same period. Have them write or record an audio podcast about how that person's life aligns with historical events.

### 2) Design Your Own Memorial

Have students design or create their own public memorial to honor Latino veterans in their community. They can choose from a variety of formats to do this:

- Physical memorial (statue, monument, mural, plaque)
- Event to honor veterans (performance, music, spoken word, ceremony)
- Media presentation: video or photo essay

Share photos, videos, online timelines, or descriptions of your students' memorials on our Facebook page:



### 3) Oral Histories of Latino Veterans

Ask students to read this *Los Angeles Times* interview (<http://www.latimes.com/opinion/op-ed/la-oe-morrison-summers-20150527-column.html#page=1>) with Pomona College history professor Tomás Summers Sandoval (featured in the documentary), titled: "Vietnam Through the Eyes of Latino Soldiers." Suggested discussion questions:

- What stood out for you in this article and why?
- What did you learn about how the Vietnam War affected the Latino community?
- What did you learn about Latino Vietnam War veterans?
- What question would you have asked if you had been conducting the interview? Why?
- 

As a further extension of this activity, ask students to formulate interview questions for a Latino veteran and record an audio podcast of an interview with a Latino veteran from their community. Share the podcasts via our Facebook page for *On Two Fronts: Latinos & Vietnam* (<https://www.facebook.com/LatinosVietnam?fref=ts>)

## Lesson 3: What Does It Mean to Serve Your Country?

“We were sending the children of the working families to die in the war, and the children of the rich were being saved by that from this induction system.” - Julian Camacho, Former Santa Cruz County Draft Board member

### **Purpose:**

This lesson is designed to encourage students to think more broadly about the concept of service to one’s country. We tend to think of military service as the most obvious way to serve, but some other examples of “public servants” include: elected officials, community organizers, police officers, firefighters, teachers, social workers, Peace Corps volunteers, AmeriCorps or Teach For America volunteers, and public defenders, to name just a few. Almost all of these roles — with the exception of most kinds of military service — require a college degree. During the Vietnam War, it was decided that service would be “selective,” and certain categories of young people would serve their country in other ways, but in practice the burden of combat service fell to young men with less privilege.

This lesson will prompt students to think critically about the benefits and pitfalls of selective compulsory military service during the Vietnam War and how it differed from the notion of “universal service.” It will also encourage them to think more expansively about the meaning of patriotism and public service. They will contemplate the meaning of citizenship and deepen their thinking around what that means in a democratic society.

### **Learning Objectives:**

- Analyze various public service activities and evaluate these activities according to specific criteria.
- Evaluate the draft during the Vietnam War as a form of selective compulsory service versus universal service.
- Design a hypothetical plan for a public service corps.

### **Grade Levels: 7–12**

### **Suggested Time:**

- 50-minute class period + out-of-class assignments

### **Multimedia Resources:**

- *On Two Fronts: Latinos & Vietnam* Educational Video Module 3: “The Draft” (free streaming video)

### **Materials:**

**Student Handout E: Public Service Chart**

**Student Handout F: Design Your Own Service Corps**

## Lesson 3 Procedures:

### Part 1: Warm-Up Activity

#### Public Service Charts

Divide students into groups of two or three (depending on class size). Assign each group a type of public service (see examples below – feel free to provide your own examples of government-funded service corps). Have them read about each type of program from their official websites.

**Teach for America:** <https://www.teachforamerica.org/subscribe-to-teach-do?gclid=CM606YiJgcYCFUyVfgodJeUPnA>

**AmeriCorps VISTA:** <http://www.nationalservice.gov/programs/ameriCorps/ameriCorps-vista>

**Public Land Corps:** <http://www.nps.gov/gettinginvolved/youthprograms/plc.htm>

**U.S. Public Health Service Commissioned Corps:** <http://www.usphs.gov/>

**NURSE Corps:**

<http://www.hrsa.gov/loanscholarships/scholarships/Nursing/index.html>

**21st Century Conservation Service Corps:**

<http://www.fs.fed.us/recreation/programs/youth-veterans-service/21csc.shtml>

Distribute **Student Handout E: Public Service Chart** and ask students to fill in the following quadrants for their assigned service: Requirements of Service, Service Goals, Barriers to Service, and Benefits of Service.

Have students share out their charts with the rest of the class.

#### Example Discussion Questions:

(These are optional and you should feel free to create your own!)

- What role does education play in any of these activities?
- How easy is it to serve your country without a college degree?
- Is this an example of voluntary, selective, or universal service? What difference would it make if this service were voluntary, selective, or universal?
- Do you think these service activities adequately address the need they are designed to serve? If not, what changes would you implement?
- If you have served your country, what obligation does the country have to reward that service?
- What differences should there be in how your service is honored, depending on which activity you choose? For example, if you are injured in the military versus being injured as a teacher, do you get the same level of benefits? What benefits should veterans' families get if they die?

## Part 2: View Educational Video Module 3: “The Draft” (9 minutes)

### Suggested Postviewing Discussion Questions:

- Why were so many Latino students unable to avoid the draft?
- Why were some people allowed to get deferments from service? Do you think the “channeling system” was a good idea? Why or why not?
- Do you think the racial and socioeconomic makeup of the draft boards had an impact on decisions made around deferments?
- What do you think about Julian Camacho’s decision to resign from the draft board? Why do you think he becomes emotional during his interview?
- Why do you think people called Camacho a Communist after he resigned?
- What do you think war protester Rosalío Muñoz meant when he said, “I had a chance to be a hero and I took it”? Do you agree that he was a hero for refusing induction?
- What do you think Muñoz meant when he said the Latino population had an “inferiority complex”? Do you agree?

## Part 3: Main Activity (20–30 minutes): Design Your Own Service Corps

### Preactivity Reading and Discussion:

Have students break out into small groups and read the following article, either as preactivity homework, or in class, depending on time available:

“The Case against Universal National Service,” by Conor Friedersdorf in *The Atlantic*, June 26, 2013: <http://www.theatlantic.com/politics/archive/2013/06/the-case-against-universal-national-service/277230/>

### Suggested Discussion Questions:

- What surprised you about this article? What did not?
- What do you think the term “socially obligatory” service means?
- What is the position of this author on making national service universally required for young people, and do you agree or disagree with his main points? Which of his arguments is the strongest in your opinion? Explain.
- Do you agree with the *Wall Street Journal*’s op-ed piece (excerpted in the above article) that “demand to serve already exists” and that we should expand the number of voluntary service opportunities available through the Peace Corps and other existing service programs rather than demand a new universal service program? Why or why not?

## Alternative or additional reading assignment:

“James Fallows on the Draft” (excerpt from “What Did You Do in the Class War, Daddy?”) by James Fallows in *Washington Monthly*, November/December 2009:  
<http://www.washingtonmonthly.com/features/2009/0911.fallows.html>

### Main Activity:

Ask students to imagine that they have been selected to be on a federal government committee tasked with creating a new integrated Service Corps for high school graduates for two years after receiving their diploma. The Service Corps must offer young people two different options for public service.

Use **Student Handout F: Design Your Own Service Corps** to answer the following:

- Is your Service Corps voluntary, selective, or universal? Defend your choice.
- What are jobs that would fill a need that is not currently being met in our society? (Examples: farmers, teachers, geriatric care, and infrastructure.)
- What services would you require Service Corps members to perform?
- How would you recruit people to join the Service Corps?
- What benefits would you provide during and after service?

After students have designed their Service Corps, have them share out with the rest of the class. Have the class vote on one Service Corps model that they collectively want to implement. Consider using an online poll application such as Poll Everywhere (<http://www.polleverywhere.com/>) to keep the vote anonymous and to build in additional survey questions.

**Optional activity:** Have students write comparative essays or stage debates about which Service Corps model they think would best serve currently unmet needs in the United States. You can have them role-play that they are engaged in a televised debate on a news program and must defend their position with evidence.

## Assignments/Extensions:

### 1) Comparative Essay: Compulsory Service around the World

Have students research compulsory service in other countries and write a comparative essay that weighs the pros and cons of each type of service. They should conclude the essay by assessing how well these services would work in the United States and what the potential benefits and challenges of implementing them might be.

### 2) Veterans' Issues Awareness Campaign

Research existing resources and support services for veterans in students' communities and plan an action to fill in any gaps in those services and raise awareness about veterans' needs in students' communities.

**Alternate option:** Use *Map Your World* (<http://www.mapyourworld.org/>) to survey and map existing support services for veterans. This unique online platform was inspired by the PBS documentary *The Revolutionary Optimists*, about young people in India who mapped and surveyed their low-income community to raise awareness about the need for potable water. The platform allows students to use Google map technology to document resources or problems in their community. It comes with a curriculum that explains how to conduct effective surveys to evaluate community needs. The curriculum also offers ideas about using these tools to raise public awareness and advocate for change.

## Lesson 4: Alternative Perspectives on the Vietnam War

**“We just wanted the war to stop and bring our loved ones home.”**  
-Delia Alvarez, Sister of Everett Alvarez, one of the first POWs of the Vietnam War

### **Purpose:**

Students will consider the Vietnam War experience from a variety of points of view: combat soldiers, family members, and those who resisted the war. They will gain a deeper understanding of the reasons why such widespread resistance among Latino youth emerged to the war in Vietnam. Students will think more deeply about how war affects individuals, families, and communities.

### **Overview:**

Unlike World War II (WWII), the conflict in Vietnam was and continues to be a highly controversial war. Even today, debates rage on about our motives for getting involved in that war. At the time it was happening, the American civil rights movement was in full swing, prompting different communities of color and other marginalized communities to reflect more deeply on their own situation. This period gave rise to the Chicano movement, the feminist movement, the black power movement, and other social movements advocating for change and greater equality in our society. Increasingly, these communities became politically engaged and developed strong cultural narratives. Government authority was being questioned in a way that had never been done before.

Latino combat soldiers suffered some of the heaviest casualties in Vietnam. There is evidence of disproportionate casualty rates: A 1967 study by political scientist Dr. Ralph Guzman suggested that although Mexican Americans comprised just 13.8 percent of the Southwest's population, they comprised 19.4 percent of casualties. Historian Lorena Oropeza writes: “Anti-war Chicanos blamed the era's draft system, which originally had provided automatic deferments for college students at a time when roughly half of the Mexican-origin population lacked even an eighth-grade education.”

Just as in the rest of the country, the Latino community was deeply divided over the war in Vietnam. Although traditional community activists had long pointed to a proud history of military service as a reason why Latinos deserved citizenship and equal rights, equality remained largely elusive for Latinos in the 1960s. Activists raised the question: If military service had not proven to be a viable route to equality for Latinos, then why should they enlist and suffer such heavy losses? From 1969 to 1972, the National Chicano Moratorium Committee organized protests against the Vietnam War throughout the Southwest. One of the largest Latino demonstrations ever was held in Los Angeles, California, on August 29, 1970, to protest the war in Vietnam and stake a claim for justice and equal rights in the United States.

**Learning Objectives:**

- Analyze Vietnam War protest songs and interpret their meaning.
- Understand the factors that galvanized the Chicano antiwar movement.
- Plan and perform a role-play scenario to evaluate and compare different perspectives on the Vietnam War.

**Grade Levels: 7–12****Suggested Time:**

- One 50-minute class period + out-of-class assignments

**Multimedia Resources:**

- *On Two Fronts: Latinos & Vietnam* Educational Video Module 4: “Alternative Perspectives” (12 minutes) (free streaming video)

**Materials:**

- **Student Handout G – Protest Songs**
- **Student Handout H – Role-Play Scenario: School Board Meeting**
- **Student Handout I – Role-Play Scenario: Family Dinner Conversation**
- **Student Handout J – Role-Play Scenario: Student Union Meeting**

**Lesson 4 Procedures:****Part 1: Warm-Up Activity (10–15 minutes)****Protest Songs**

Divide students into three to five groups. Assign them each a song from the following Spotify playlist: “Vietnam War Protest Songs,” or create your own:

[https://play.spotify.com/user/124916247/playlist/3EVkg9YtlYRDsi1dTlyQGO?play=true&utm\\_source=open.spotify.com&utm\\_medium=open](https://play.spotify.com/user/124916247/playlist/3EVkg9YtlYRDsi1dTlyQGO?play=true&utm_source=open.spotify.com&utm_medium=open)

## Songs in the “Vietnam War Protest Songs” Spotify Playlist:

*What’s Going On* – Marvin Gaye  
*I Ain’t Marching Anymore* – Phil Ochs  
*Eve of Destruction* – Barry McGuire  
*Backlash Blues* – Nina Simone  
*Handsome Johnny* – Richie Havens  
*Fortunate Son* – Creedence Clearwater Revival  
*Vietnam* – Jimmy Cliff  
*We Gotta Get Out of This Place* – The Animals  
*People, Let’s Stop the War* – Grand Funk Railroad  
*Find the Cost of Freedom* – Crosby, Stills & Nash  
*I Feel Like I’m Fixin’ to Die Rag* – Country Joe and the Fish  
*Masters of War* – Bob Dylan  
*Saigon Bride* – Joan Baez

Distribute **Student Handout G: Protest Songs**.

**Here are some example discussion questions:**

(These are optional – feel free to create your own!)

- What do you know about the artist who wrote this song?
- What’s their purpose or intended meaning?
- Who’s their intended audience?
- How does it make you feel?
- Is it effective? Why or why not?

## Part 2: View Educational Video Module 4: “Alternative Perspectives” (10 minutes)

### Suggested Discussion Questions (10 minutes)

- Why did Delia Alvarez change her perspective on the Vietnam War? What role did the *Life* magazine feature on fallen soldiers play in this shift in her mindset?
- Why do you think Latina women played an important role in the anti-war movement?
- Why did many Latino soldiers begin to lose respect for the United States government during the Vietnam War?
- Why do you think military recruitment strategies in predominantly Latino and other minority high schools contributed to the anti-war movement?
- How did researcher Ralph Guzmán’s data about Latino mortality rates in the Vietnam War galvanize the anti-war movement in many Latino communities?
- Why did Everett Alvarez feel that news of the anti-war movement in the United States prolonged his captivity in Vietnam?
- How do you think it would have felt to be Everett Alvarez to come home and learn about his sister Delia’s anti-war activism? How do you think they might have arrived at an understanding about their different stances towards the Vietnam War?

### Part 3: Role-Play: Take a Stance

Divide students into groups of three to five people. Distribute **Student Handouts I - K: “Take a Stance Scenarios”** to each group. Each person in the group must assume a role described in the handout (for example, in the Town Hall Meeting: mayor, community member, parent of a soldier, and a soldier returning from Vietnam). What would the dialogue be like? Encourage students to do some research online to deepen their understanding of their chosen role and to act out a scene based on characters they develop.

- **Scenario A:** School Board Meeting: Your local school board is considering passing a measure to ban military recruiters on high school campuses.
- **Scenario B:** Family Dinner Conversation: A member of your family has been drafted and is deciding whether to fulfill service or consider an alternative such as moving to Canada or seeking a deferment based on education or a medical/mental health impairment.
- **Scenario C:** Student Union Meeting: Your college student union is planning a sit-in to protest the war.

**Optional activity:** Have students perform their scenarios in front of the whole class, or have them make short films depicting the scene that they can share with the class.

### Assignments/Extensions

#### 1) Spotify or YouTube Playlist

Have students create their own Spotify or YouTube playlist of songs that speak to an issue that they care about today. Have them write an overview text for the playlist that explains their criteria and rationale for selecting these songs as a collection.

#### 2) Comparative Essay: Personal Perspectives

Have students research two different Latino American first-person testimonials from the Vietnam War period. Have students write a comparative essay that compares and contrasts these distinct perspectives on war.

**Alternate option:** *Have students research a Vietnamese refugee’s perspective and an American veteran’s perspective on the war and write a comparative essay.*

#### 3) Comparative Essay: Different Texts

Documentary films like *On Two Fronts: Latinos & Vietnam* can be seen as a kind of nonfiction text. Compare the film to other kinds of texts that describe a particular aspect of the Vietnam War (examples: magazine articles, photographs, StoryCorps recordings, political cartoons, songs, and poems). What makes each of these texts effective? Why do you think the creator chose this particular format to express their point of view? What are the potential drawbacks to each? Have students write a piece where they compare and synthesize different kinds of texts.

#### 4) Social Media Campaign

Have students read this *Fast Company* article “How Voto Latino Rules Twitter” (<http://www.fastcompany.com/3029324/most-creative-people/how-voto-latino-rules-twitter>) or this *New York Times Magazine* article “Our Demand Is Simple: Stop Killing Us: How a Group of Black Social Media Activists Built the Nation’s First 21st-Century Civil Rights Movement” ([http://www.nytimes.com/2015/05/10/magazine/our-demand-is-simple-stop-killing-us.html?\\_r=1](http://www.nytimes.com/2015/05/10/magazine/our-demand-is-simple-stop-killing-us.html?_r=1))

Discuss how social media platforms like Twitter, Instagram, and Facebook are being used and often politicized by young people of color. What makes these platforms different from traditional media? What makes them effective, and what makes them ineffective when it comes to social change? Have students design a social media strategy to get the word out and mobilize students in their school about a particular issue they care about. What hashtag would they use? How would they use different social media platforms for the campaign? What kinds of partnerships and allies would they seek out to help with the campaign?

## V. Appendix:

### Additional Resources

#### Documentary Films:

##### ***The New Americans:***

[http://www.pbs.org/independentlens/newamericans/theseries\\_filmakers.html](http://www.pbs.org/independentlens/newamericans/theseries_filmakers.html)

***Latino Americans:*** <http://www.pbs.org/latino-americans/en/>

***Last Days in Vietnam:*** <http://www.pbs.org/wgbh/americanexperience/lastdays/>

***The Draft:*** <http://www.pbs.org/veterans/stories-of-service/stream-tv/a-to-z/draft/>

***Regret to Inform:*** <http://www.pbs.org/pov/regrettoinform/>

***Daughter from Danang:*** <http://www.daughterfromdanang.com/about>

***Hell and Back Again:*** <http://www.hellandbackagain.com/>

***Lioness:*** [http://www.lionessthefilm.com/about\\_the\\_film/](http://www.lionessthefilm.com/about_the_film/)

***The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers:***

<http://www.pbs.org/pov/mostdangerousman/>

#### Fictional Films:

*The Thin Red Line* (Terrence Malick)

*Born on the Fourth of July* (Oliver Stone)

*Full Metal Jacket* (Stanley Kubrick)

*Coming Home* (Hal Ashby)

*Platoon* (Oliver Stone)

*Apocalypse Now* (Francis Ford Coppola)

*Casualties of War* (Brian De Palma)

*The Deer Hunter* (Michael Cimino)

*The Killing Fields* (Roland Joffé)

*The Hurt Locker* (Kathryn Bigelow)

### **Books:**

*Fallen Angels* (Walter Dean Myers)

*If I Die in a Combat Zone: Box Me Up and Ship Me Home* (Tim O'Brien)

*Gods Go Begging*, Alfredo Véa, Jr.

### **Websites:**

#### **Stories of Service (PBS):**

<http://www.pbs.org/veterans/stories-of-service/classroom/>

This site will allow you to bring stories from the battlefield into American history, world history, and health classrooms; analyze artifacts and oral histories that uncover the most important experiences of a nation during times of conflict; and use recent veterans' personal stories to engage in a discussion of how the choice to become a soldier and the experience of serving relates to personal values and goals.

#### **The Way We Get By: Coming Home from War (PBS):**

<http://www.pbslearningmedia.org/resource/f7e91dfb-f9c8-426a-b7f6-44590348010f/f7e91dfb-f9c8-426a-b7f6-44590348010f/>

Compare and contrast the homecoming experiences of soldiers from various wars through this interactive platform.

#### **Map Your World:** <http://mapyourworld.org/>

Map Your World is an online mapping application that aims to empower youth to make positive changes in their own communities. Your impact may be physical – cleaner drinking water or safer bus stops. It can be behavioral, like more people choosing to recycle. And it's often internal, like greater empathy within a community.

#### **StoryCorps – Military Voices** (<http://storycorps.org/military-voices/>)

The Military Voices Initiative provides a platform for veterans, servicemembers, and military families to share their stories, with the goal of honoring their voices, amplifying their experiences, and letting them know that we — as a nation — are listening.

## Glossary:

As an optional activity, try having your students rewrite or illustrate these definitions from their own understanding and perspective:

**Anglo** – a white person of European descent

**Casualty rates** – the number of people who died

**Channeling** – a type of selection process for choosing who will serve in the military based on particular criteria, such as level or focus of education

**Chicano/a** – a chosen identity of some Mexican Americans in the United States. The term "Chicano" is sometimes used interchangeably with "Mexican American." Both names are chosen identities within the Mexican American community in the United States.

**Citizen** – a legally recognized subject or national of a state or commonwealth, either native or naturalized through a legal process, with voting rights

**Civilian life** – life outside of military culture or service; usually refers to veterans leaving military roles and returning home

**Civil rights** – a broad range of privileges and rights guaranteed by the U.S. Constitution and subsequent amendments and laws that guarantee fundamental freedoms and rights to all individuals

**Communism** – an economic and social system envisioned by the 19<sup>th</sup>-century German scholar Karl Marx; in theory, under communism, all means of production are owned in common, rather than by individuals

**Community organizer** – a person who leads a process where people who live in proximity to each other come together into an organization that acts in their shared self-interest

**Deferment** – action or fact of putting something off to a later time; postponement; in this case, it refers to postponing or avoiding military service

**Draft** – "military draft" is the enforcement by the government of its constitutional right to require all citizens of sufficient age and capacity to enter the military service of the country

**Enlistment** – to enter voluntarily into military service

**Gooks** – a derogatory slang term for Vietnamese people, often used by American officers and soldiers during the Vietnam War

**Grunt** – a low-ranking or unskilled soldier or other worker

**Hispanic** – of, relating to, or being a person of Latin American descent, regardless of race; often used interchangeably with "Latino/a"; however, "Hispanic" commonly denotes a relationship to ancient Hispania (the Iberian Peninsula), whereas "Latino/a" often refers specifically to persons or communities of Latin American origin

**Immigrant** – a person who migrates to another country, usually for permanent residence

**Indochina** – the peninsula of southeast Asia comprising Vietnam, Laos, Cambodia, Thailand, Myanmar (Burma), and the mainland territory of Malaysia; the area was influenced in early times by the cultures of India and China

**Latino/a** – a person of Latin American heritage

**Memorial** – something designed to preserve the memory of a person, event, etc., as a monument or a holiday

**Prisoner of War (POW)** – a person who is captured and held by an enemy during war, especially a member of the armed forces

**Protest** – a statement or action expressing disapproval of or objection to something

**Recruiter** – a person who is hired to enlist persons in military service or to strengthen or raise an armed force by enlistment

**Segregation** – the separation of different racial groups in a country, community, or establishment

**Stereotype** – a widely held, fixed, and oversimplified image or idea of a particular type of person or thing

# Student Handout A

## Lesson 1: KWL Chart (Know–Want-to-Know–Learned)

<b>What I KNOW</b> about Latino Americans and the Vietnam War BEFORE watching the trailer	<b>What I WONDER</b> about Latino Americans and the Vietnam War BEFORE watching the trailer	<b>What I LEARNED</b> about Latino Americans and the Vietnam War AFTER watching the trailer

# Student Handout B

## Lesson 1: Guiding Questions Chart

After watching the trailer for *On Two Fronts: Latinos & Vietnam*, come up with one question in each learning category below about what you hope to learn about Latino Americans and the Vietnam War.

Category:	Examples:	Question:
<b>Knowledge:</b> Learning basic facts, concepts, and answers	How would you describe...? When did ... happen? How would you explain...?	
<b>Comprehension:</b> Understanding facts and ideas by organizing, comparing, and interpreting	How would you compare and contrast...? Can you explain what is meant by...? What facts show...?	
<b>Application:</b> Solving problems by applying what you have learned in a different way	How would you show your understanding of...? What approach would you use to...? What would result if you ...? What would you choose to change...? What questions would you ask in an interview?	
<b>Analysis:</b> Examining information by identifying motives or causes, making inferences, and finding evidence to support your ideas	How is ... related to...? Why do you think ... happened? What is the relationship between ... and...?	
<b>Synthesis:</b> Compiling information by proposing alternative solutions	What changes would you make to solve...? How would you improve...? What would happen if...? Suppose you could ... what would you do?	
<b>Evaluation:</b> Presenting and defending opinions by making judgments about information	How would you prove...? Would it be better if...? What would you recommend...?	
<b>Creation:</b> Organizing information in a new or different way	How would you design and implement a campaign or strategy to change...? How would you produce or create a work that does...	

# Student Handout C

## Lesson 2: Testimonials

<ul style="list-style-type: none"><li>• What did you learn from this testimonial that you never imagined before?</li></ul>	
<ul style="list-style-type: none"><li>• What especially stood out to you about this person's story?</li></ul>	
<ul style="list-style-type: none"><li>• What do you think this person needs in terms of support?</li></ul>	
<ul style="list-style-type: none"><li>• How might you honor this person's service to our country?</li></ul>	
<ul style="list-style-type: none"><li>• Does this testimonial tell you anything about the diversity of the armed forces?</li></ul>	

# Student Handout D

## Lesson 2: Memorials Graphic Organizer

Who made this memorial? What is their perspective on the Vietnam War?	
What part of the history of the Vietnam War is highlighted in this memorial, and what is left out?	
What do you think is the intended meaning behind this memorial?	
What creative choices were used to express that meaning?	
What is the emotional impact for you after looking at this memorial?	
What makes this memorial unique or special?	
How might you make this memorial differently?	
What other stories in your community are honored publicly and why?	

# Student Handout E

## Lesson 3: Public Service Chart

Fill in the following quadrants for the service program you have been assigned to analyze.

REQUIREMENTS OF SERVICE	SERVICE GOALS
BARRIERS TO SERVICE	BENEFITS OF SERVICE

# Student Handout F

## Lesson 3: Design Your Own Service Corps

<p><b>Is your Service Corps voluntary, selective, or universal service? Why?</b></p>	
<p><b>What needs are not being met in society?</b></p>	
<p><b>What services will corpsmembers be required to perform?</b></p>	
<p><b>How would you recruit membership?</b></p>	
<p><b>What benefits would you provide members during and after their service period?</b></p>	

# Student Handout G

## Lesson 4: Protest Songs

<ul style="list-style-type: none"><li>• What do you know about the artist who wrote this song?</li></ul>	
<ul style="list-style-type: none"><li>• What was their purpose or intended meaning?</li></ul>	
<ul style="list-style-type: none"><li>• Who was their intended audience?</li></ul>	
<ul style="list-style-type: none"><li>• How does it make you feel?</li></ul>	
<ul style="list-style-type: none"><li>• Is it effective? Why or why not?</li></ul>	

# Student Handout H

## Lesson 4: Role-Play Scenario: School Board Meeting

### Background:

Crystal City High School is located in south Texas. It had a majority Latino student population during the Vietnam War. Crystal City was predominantly an agricultural community, and most of the parents of the high school students were Mexican migrant farm workers. Many of the migrants living there left Mexico for economic reasons and came to the United States seeking better opportunities for their children. Despite this, students were prohibited from speaking Spanish in school, and there were no classes in Mexican history, culture, or literature.

Military recruiters were a common presence at the high school, and a large number of young men went to fight in the Vietnam War. The high school had very few college recruiters come to visit, and only a small percentage of students went on to complete higher education. At the height of the Vietnam War, many students began to develop political consciousness around the Chicano rights movement and began to organize Chicano student groups to advocate for an end to the war and for more educational opportunities — including more classes on contributions made by Latinos. In 1969, students organized a walkout with more than two thousand students participating. For more information about the event, visit this resource from Teaching Tolerance: <http://www.tolerance.org/magazine/number-35-spring-2009/feature/walkout-crystal-city>.

### Hypothetical Scenario:

Many concerned students, teachers, and community members have joined forces to pressure the school board to place a ban on military recruiters coming to the high school campus. The school board has called a hearing to have a vote on the ban. Divide your group according to the suggested roles below, or feel free to make up your own, but make sure you have a variety of contrasting perspectives on the ban. Come up with and perform a dialogue that takes place at the hearing.

### Suggested roles:

- Student who is active in a Chicano student group opposed to the war in Vietnam
- Student who is eager to enlist in the army to get college funds
- A parent of a male student at the high school
- A teacher at the school
- The school principal
- A representative from the local draft board

# Student Handout I

## Lesson 4: Role-Play Scenario: Family Dinner Conversation

### Background:

At the time of the Vietnam War, the Castillo family has lived in Salinas, California, for three generations. Mr. and Mrs. Castillo's parents and their parents before them were born in California. Mr. Castillo enlisted in the army during World War II (WWII) as a way to demonstrate his allegiance to the United States and is a decorated war veteran. Neither Mr. nor Mrs. Castillo attended school beyond high school and they earn little money as farm workers. They are determined, however, to find a way to send their two children — Ricardo and Dolores — to college.

Both Ricardo and Dolores have a strong desire to get out of Salinas and see more of the world, and both hope to earn a college degree. Ricardo does not have high grades at school and is interested in joining the Army as a way to travel and earn a free college education. Dolores has become politically active in the Chicano movement at her high school and has earned a full scholarship to study at the University of California at Berkeley.

### Scenario:

Ricardo has spoken to a military recruiter at the high school and is enthusiastic about being inducted into the army. He brings this up over dinner one night and informs his family that he must report to the local draft board within 24 hours. The family debates his decision. Divide your group according to these suggested roles, or feel free to make up your own, but make sure you have a variety of contrasting perspectives on Ricardo's decision. Come up with and perform a dialogue that takes place at the dinner.

### Suggested roles:

- Mr. Castillo
- Mrs. Castillo
- Dolores
- Ricardo
- Ricardo's best friend (or girlfriend)

## Student Handout J

### Lesson 4: Role-Play Scenario: Student Union Meeting

#### Background:

During the Vietnam War, young Latinos — like the rest of the population — were sharply divided over support for the war. Student antiwar activism grew alongside movements for civil rights within black and Latino populations. In 1969, the political scientist Dr. Ralph Guzman published a pivotal study that looked at the demographics of young men serving in combat and the percentage of Spanish-surnamed casualty rates. He revealed that Latinos comprised 13.4 percent of combat soldiers and 19.4 percent of deaths. He concluded from this data that a disproportionate number of Latino young men were being assigned the most dangerous positions within the war effort. This report galvanized strong opposition to the Vietnam War within the Chicano movement. For more about the importance of this research, see this article from the *Inland Valley Daily Bulletin*: <http://www.dailybulletin.com/veterans/20150321/vietnam-war-50-years-later-giving-a-voice-to-latino-veterans>.

#### Hypothetical Scenario:

It's 1969, and your high school or college's student association wants to organize a massive protest on campus to protest the war. They plan to have several students publicly burn their draft cards as a show of peaceful resistance to the draft of young Latinos. The student union on campus calls a meeting to discuss the protest. Divide your group according to these suggested roles, or feel free to make up your own, but make sure you have a variety of contrasting perspectives on the student protest. Come up with and perform a dialogue that takes place at the meeting.

#### Suggested roles:

- Chicano Student Association leader
- Anglo student who supports the war but got a draft deferment
- Latino student who wants to postpone his college education to enlist
- African American student who is an activist in the civil rights movement on campus
- Anglo student who is part of the antiwar movement

## PUBLIC MEDIA RESOURCES

### About PBS

PBS and its member stations are America's largest classroom, the nation's largest stage for the arts, and a trusted window to the world. In addition, PBS's educational media helps prepare children for success in school and opens up the world to them in an age-appropriate way.

PBS's mission is to create content that educates, informs, and inspires. To do this, PBS offers programming that expands the minds of children; documentaries that open up new worlds; non-commercialized news programs that keep citizens informed on world events and cultures; and programs that expose America to the worlds of music, theater, dance, and art.

### About the *Stories Of Service* Initiative

PBS has joined with trusted public media partners to bring you ***Stories of Service***, a multiplatform initiative that unites powerful stories and conversations around one of our country's most resilient communities: our military veterans.

As part of PBS's commitment to sharing stories important to our communities and our world, *Stories of Service* will connect programming and online initiatives tied to military service across public media. PBS viewers will be able to hear the stories and experiences of veterans as told through PBS's extensive pipeline of documentaries and specials, and through original digital content coming directly from PBS member stations.

### About Veterans Coming Home

Funded by the Corporation for Public Broadcasting (CPB) and led by Wisconsin Public Television, Veterans Coming Home builds on public media's strengths to address the needs of veterans in local communities.

With compelling national content to focus attention and strong local services, public television and radio stations are conducting local efforts that

- communicate veterans' stories through journalism, documentaries, and online content;
- convene local events such as job fairs and town hall meetings that recognize veterans for their service and directly connect veterans with resources, support, and veterans' service organizations; and
- collaborate with local organizations to better coordinate and publicize local services, facilitate dialogue, and connect more veterans with a healthy path.

Working with community-based partners, many local stations are recognizing veterans for their service; sharing their stories, opportunities, and challenges; and increasing the number of veterans connecting with local resources to support their successful transition to civilian life.

**Credits: Authored by Annelise Wunderlich for Impact Media Partners LLC, with advice and support from our educational consultants: David Bosso, Eduardo Lopez, Leticia Rojas, Anthony Saavedra. Copyediting by Jocelyn Truitt**

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**ON TWO  
FRONTS**  
*Latinos & Vietnam*



For more information about *On Two Fronts: Latinos & Vietnam* and filmmaker Mylène Moreno, please visit the film's website where this and other educational and engagement materials can be downloaded:  
[www.OnTwoFrontsMovie.com](http://www.OnTwoFrontsMovie.com)



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The community engagement campaign for *On Two Fronts: Latinos & Vietnam*, including the creation of this and other resources, is being led by Impact Media Partners. For more information about how to get involved in the campaign, reach us at: [info@impactmediapartners.com](mailto:info@impactmediapartners.com).

To learn about our broader portfolio of work, please visit our website at: [www.impactmediapartners.com](http://www.impactmediapartners.com).



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[www.veteranscominghome.org](http://www.veteranscominghome.org).