

Field Trip- Greater Rochester Vietnam Veterans Memorial

Dates: Week of October 16

Time Frame: Students will be broken up alphabetically and put into 4 groups of approximately 75 students. Students will be bussed from BHS to the Memorial and be met by the 9th grade Global Studies teachers and GRVVM Docents to tour the Memorial.

9th Grade Global Studies Teachers

Molly Healy, Ron Gross, Brendan Quinn, Adam Hiller, Dan Wilmot

Plan: Students will be introduced to the GRVVM by use of the Memorial's website. A poem will be played and each GS 9 teacher will give a brief intro in the days leading up to the field trip.

At the Memorial, students will be given a "scavenger hunt" type assignment where they will gather info from various parts of the site. They will also be given a guided tour by a GS 9 teacher and a GRVVM docent (as available). Through the experience, students will gather a new appreciation for what the war was like for soldiers, for civilians, and what the country was like at the time of the Vietnam War.

Assessments: The poem from the Memorial will be analyzed and discussed in detail in classes the days following the field trip. A research project will be given as well to assess student understanding and opinion. This will include a study of the music of the era, images from the GRVVM and other memorials, and a writing assignment covering their opinions after the experience.

SCHEDULE

GROUP 1	By Alphabet	A → L	GROUP 2	By Alphabet	M → Z
DEPART	8:00		DEPART	11:30	
RETURN	11:00		RETURN	2:30	

GROUP 1

~15 minute drive to Highland Park. Extra time will be added to walk around the Memorial.

Upon arrival to the GRVVM, the following schedule will be implemented:

8:15-8:30	Students will have a chance to walk around the Memorial and get acclimated to all it has to offer
8:35-9:30	Rotation #1
9:35-10:00	Rotation #2
10:05-10:30	Rotation #3
10:35-11:00	Rotation #4
11:05	Return to BHS

GROUP 2

~15 minute drive to Highland Park. Extra time will be added to walk around the Memorial.

Upon arrival to the GRVVM, the following schedule will be implemented:

11:15-11:30	Students will have a chance to walk around the Memorial and get acclimated to all it has to offer
11:35-12:30	Rotation #1
12:35-1:00	Rotation #2
1:05-1:30	Rotation #3
1:35-12:00	Rotation #4
2:05	Return to BHS

Plan: Students will be introduced to the GRVVM by use of the Memorial's website. A poem will be played and each GS 9 teacher will give a brief intro in the days leading up to the field trip.

At the Memorial, students will be participating in four activities accessing various parts of the site. A SS9 Teacher will be with each of the groups helping them work through each activity. Through the experience, students will gather a new appreciation for what the war was like for soldiers, for civilians, and what the country was like at the time of the Vietnam War.

The field trip will consist of four activities that each group will rotate through.

- | | |
|--------------|-----------------------------------|
| Activity # 1 | Analysis of the Bollards |
| Activity # 2 | Timeline Scavenger Hunt |
| Activity # 3 | Learning Center |
| Activity # 4 | Reflection in the Veterans Garden |

Activity # 1 - Analysis of the Bollards

There are 280 Bollards on the Walk of Honor. Each bollard bears two small plaques: one, an insignia of the soldier's military branch; the other bearing the soldier's name, date of birth, date of death or disappearance, and high school. The bollards are sequenced chronologically according to the final day in the life of each soldier.

They resemble human figures, but your own interpretation determines their posture; they trudge forward, heads down, under the weight of what they carry; or they stand erect, heads tipped back, faces turned up towards the sun. You still have to bow your head as you read each name.

The design of this activity is to examine the impact the Vietnam War had on individual towns in the Greater Rochester area. Please follow the directions listed below and complete the excel sheet provided:

- 1. Get in groups of two**
- 2. Start at the beginning of the Walk of Honor**
- 3. Look at each Bollard and identify the following on the sheet provided:**
 - A. Branch of Service
 - B. High School attended
- 4. Upon completion of the Walk of Honor**
 - A. Figure out how many people were lost in each high school AND
 - B. Rank from highest to lowest which branch of service lost the most servicemen

Take a few minutes and address the following questions on the sheet provided:

- A. Which high school lost the most soldiers?
- B. Which branch of service experienced the greatest loss?
- C. How many soldiers attended Brighton High School?
- D. How many soldiers attended McQuaid Jesuit High School?
- E. What trends/conclusions can be drawn from looking at the lists you compiled?

Activity # 2- Timeline Scavenger Hunt

Start at the beginning of the Walk of Honor and look to your lower left. The Timeline is located along the left edge of the Walk, revealing in black granite the events of the war each day, each month, each year these soldiers died or went missing. The design of the Memorial makes connections effectively in a visual fashion. Below are examples of how the Walk of Honor achieves this goal:

Left Side of Walk of Honor (Timeline)

Cause

General Event

War

Right Side of Walk of Honor (Bollards)

Effect

Specific Outcome

Death

The sheet provided has a series of questions whose answers can be found by looking at the timeline. Put your answers in the space provided.

1. On April 6, 1954 who says, "Pouring money, material and men into the jungles of Vietnam without at least a remote prospect of victory would be dangerously futile and self destructive."? _____

2. What does he mean by this? _____

3. Please tell what significant event occurred for each of the following dates:

May 17, 1954 _____

September 3, 1957 _____

December 20, 1961 _____

December 31, 1961 _____

April 15, 1962 _____

August 6, 1962 _____

November 10, 1962 _____

November 22, 1963 _____

April 17, 1964 _____

July 8, 1965 _____

September 11, 1965 _____

4. In the year 1967, how many men were drafted? _____

5. In the year 1967, what did Corporal William T. Perkins, Jr. of Rochester, NY do during Operation Medina? _____

6. On April 4, 1968, who is assassinated? _____
What is he famous for? _____

7. In 1968, what was the city to organize the first anti-war demonstration? _____
How many people took part? _____

8. In 1970, what is the name of the Senator who sponsored an amendment to repeal the Tonkin Gulf Resolution? _____

9. What country's soldiers completely pulled out of South Vietnam in February 1972?

10. On what date in 1973 did President Nixon halt all bombing of Vietnam by American warplanes? _____

Activity # 3- Learning Center

As you travel down the Walk of Honor, you pass over two black granite thresholds, move through the landforms and trees, and emerge into the light of the Learning Center. Several black granite benches offer places of contemplation. While moving among a series of black granite monoliths inscribed with numbers and statistics, visitors will gather information about war and its effects on human lives. The statistics reflect the national and local impacts of War: World War I, World War II, the Korean War, and the Vietnam War. In the spirit of veteran unity before a local memorial to the Korean War was built, the names of local residents killed or missing in action in the Korean War were engraved on one of the monoliths. A map of Vietnam occupies the center of this area, surrounded by engravings of military unit patches. It is the hope of the design committee that schoolchildren, "future leaders," will come to this place and learn about the consequences of a government's decisions.

For each of the aspects listed below, give a summary of the information in the space provided. The more detail used in the summaries, the better the grade will be for this Activity.

ROCHESTER THROUGH THE WAR

ROCHESTERIANS: A TRADITION OF SERVICE

THE THINGS THEY CARRIED

THE PRICE OF WAR

THE AFTERMATH

THE AMERICAN'S CREED

MAP- VIETNAM

ROCHESTER THROUGH THE WAR

ROCHESTERIANS: A TRADITION OF SERVICE

THE AFTERMATH

THE AMERICAN'S CREED

MAP- VIETNAM

THE THINGS THEY CARRIED

THE PRICE OF WAR

Activity # 4- Reflection in the Veteran's Garden



The Veterans Garden is located in the middle of the Memorial. You pass through the Veterans Garden on your right (as you progress through the Walk of Honor), which has the sculpture of the Soldier walking into a black granite wall, walking through time from past to now. The wall is polished to a high reflection, incorporating into the memorial the mirror image of the living. There is a gap in the line of bollards: the design committee specified that the sculpture be accessible; veterans and families of lost soldiers would want to touch the sculpture and to catch their own reflection in the wall. This is a place of connection between the living and the dead.

The purpose of this activity is to reflect on what you have seen in the memorial or anticipate what you will see. Depending on what group you are in, you will participate in this activity either in the beginning, middle, or end of the field trip. The reflections will be different for each group. Each class will take some time in class to compare these "journal entries" and determine what impact your experience at the GRVVM had on your outlook on the Vietnam War.

Consider the following questions as you write in your packet in the space marked **Reflection in the Veteran's Garden**. Please be honest and candid in your answers as this will lead to a more valuable and meaningful discussion in class and a deeper understanding of the issues involved.

Questions to Consider:

- ❖ What were the causes of the Vietnam War?
- ❖ What are your feelings about the Vietnam War? Are they positive or negative?
- ❖ Have these feelings changed at all in your experience at the GRVVM? If so, please be very specific.
- ❖ What can be learned from studying the Vietnam War?
- ❖ The War in Iraq and the War on Terror are constant sources of debate and concern for many Americans. Are there any similarities to the 1960s and 1970s and the Vietnam War?