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St. Augustine National Cemetery Mini-Tour Teacher Notes

NB: Before you begin preparations for your tour or classroom lesson please note we have created a short orientation presentation. If you plan to go to the cemetery, you may want your students to do the [UCF VLP Mini Tour Cemetery Tour Intro](#). It provides helpful information for any tour. If you plan to do your lesson in your classroom, please use the [UCF VLP Mini Tour Classroom Intro](#). If you would like an editable PowerPoint version of this presentation, please reach out to Dr. Amelia Lyons at UCF ucf.vlp@ucf.edu.

THE VIETNAM WAR'S EFFECTS ON AMERICAN SOCIETY

CONTENT WARNING: DISCUSSION OF RACISM, MASS VIOLENCE, AND DEATH.

*****TOUR NOT RECOMMENDED FOR STUDENTS UNDER 13**

Florida State Standards

SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida's history.

SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media.

SS.4.A.7.3: Identify Florida's role in World War II.

SS.7.CG.2.3: Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

SS.7.CG.3.4: Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment

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SS.7.CG.3.5: Explain the amendment process outlined in Article V of the U.S. Constitution.

SS.7.CG.3.6: Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

Overview of the Tour

Day 1: Introduction: In-Class Preparation

1. Hook: Video Introduction: Play the short three minute video explaining how the Vietnam War started
<https://youtu.be/m86amkIX8CM>
2. Guided Learning: Students will be learning about the Vietnam War and the effects the war had on American society. Students will also be learning about specific Vietnam War Veterans that are buried in St. Augustine National Cemetery (SANC) and how each of them are connected.
 - a. Vocabulary Dive: Preview the vocabulary words that students will be exposed to throughout this lesson and tour. Ask students if they recognize any of the words or know what they mean. Please use the Vocabulary Map Graphic Organizer to define and break down each word.
 - i. Protest - an organized effort that expresses opposition to a cause or action.
 - ii. Draft - government-required enlistment in a military force. During the Vietnam War, names were picked from a roster of eligible men (had to be at least 18). Today, the armed forces are volunteer forces instead.
 - iii. Containment - a term used to describe the United States' efforts to prevent the spread of communism by establishing capitalist-friendly governments in other countries.
 - iv. Segregation - the separation of people into unequal groups based on their skin color. In the United States,

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this commonly took the form of discriminatory laws targeting African-Americans.

- v. Legislation - laws, created and enacted by a legislative body.
- vi. Racism - prejudice by an individual, group, institution, or community against a person or people on the basis of their particular racial or ethnic group; typically one that is marginalized or a minority.
- vii. Veteran - a person who has served in the military
- viii. Memorialization - the act of preserving the memory of something or someone.
- ix. Monument - a structure built to remember or or commemorate a notable person or event.

3. Conclusion: Share with the students that tomorrow they will be taking a mini-tour of the St. Augustine National Cemetery (SANC) to learn more about The Vietnam War's Effects on American Society.

- a. Expectations & Behavior: Prepare the students for how they are to act in the cemetery and be respectful. If they are not sure of something, please ask questions.
- b. We would like to thank you in advance for taking interest in sharing the Vietnam War with your students, and giving them an opportunity to remember the Veterans listed below. To properly contextualize the lives of these men, we have placed important details about this complex historical time period alongside the memorialization of these individual's lives and service:

- Leadlay H. Ogden
- William A. Thomas Jr.
- Adolph M. Guidi Jr.
- Bazzle J. Rice
- Randolph Eubanks
- Tom Davis Jr.
- Theodore Walter Wengert

The St. Augustine National Cemetery (SANC) is completely outdoors and has limited shade. Please have your students prepare for this with water bottles, sunscreen, hats, and fans.

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The Vietnam War covers a wide variety of topics within the tour. Many of the topics cover what may be sensitive subjects depending on students' family backgrounds, and care should be given when presenting these parts of the tour. The different sections of the tour are marked with their corresponding place within the cemetery for ease of navigation.

Vocabulary Map Graphic Organizer

<u>Definition</u>	<u>Use it in a sentence</u>
<u>The Word</u>	
<u>Synonyms</u>	<u>Picture</u>
<u>Antonyms</u>	

Stop One: Proper Cemetery Behavior - [FRONT GATE & FLAGSTAFF](#)

Day 2: In Class OR Cemetery Tour at St. Augustine National Cemetery

Slide 3: CEMETERY BEHAVIOR ([FRONT GATE](#))

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Best practices and behavior inside cemeteries

- As we move throughout the cemetery, please keep a few things in mind.
 - We are here to learn about and honor men and women that sacrificed all for our freedom
 - Use your inside voices as you learn and tour.
 - Be sure to not walk on any of the graves. Use the sidewalks or the grass to pass between headstones.
 - Please do not jump, climb, sit or stand on any of the headstones or monuments at the cemetery.
 - You may touch headstones and monuments, but be respectful while doing so. You may even sit next to a headstone.

Each grave represents a person(s) who helped to build the community and nation in which you live.

Slide 4: OUR PURPOSE (FLAGSTAFF)

Today, we are here:

- To honor the life and legacy of the men and women buried in this cemetery.
- To learn about the Vietnam War and its effects on legislation (laws), civil rights, and music.
- To also learn about life after the war, POWs, MIAs and how Americans memorialized the dead after the war.

Stop Two: Historical Context - SECTION C (UNDER THE TREE)

Slide 5: COLD WAR CONTEXT

- The Cold War is generally accepted to have begun in the 1940s after World War II, and ended in 1991 after the collapse of the Soviet Union.
 - It was based on a conflict of two ideologies: capitalism and communism, and was led by the capitalist United States (US) and the communist Soviet Union.

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- Upon its collapse, the Soviet Union was succeeded by the Russian Federation.
- The war was named the Cold War because the United States and Soviet Union never actually fought physical battles against each other.
 - Both sides wanted to spread their ideology all over the world, and did so by propping up governments of their respective ideology in other countries, as well as supporting initiatives that aimed to spread their ideology in those countries.
 - In the United States, this policy is known as “containment.”
 - “Proxy wars” are defined as conflicts started by one combatant, but fought by a different one. Vietnam is one of the most notable examples of a proxy war—while both South Vietnam and North Vietnam were independent countries, they were supported both politically and militarily by the US and Soviet Union, respectively.

Slide 6: VIETNAM WAR CONTEXT

- Vietnam is a country in Asia. It is bordered to the north by China, and to the west by Laos and Cambodia.
 - The Vietnam War began in 1954, after the division of Vietnam, a former French colony, into the communist-aligned North and the Western-aligned South.
 - The United States pledged advisory support of the South in 1955. Soldiers worked with South Vietnamese forces and advised them on military issues.
 - This was the primary way US forces were involved in Vietnam until the Gulf of Tonkin incident in August 1964, which began large-scale US military involvement.
 - The Vietnam War ended in April 1975 with the fall of Saigon to North Vietnamese forces, although US involvement had ended two years earlier.
- During the late-19th century and early-20th century, Vietnam, along with the bordering countries of Laos and Cambodia, were part of a

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French colony known as French Indochina. When Japan entered World War II and began fighting against the Allies, it occupied French Indochina.

- Upon Japan's defeat at the end of WWII in 1945, France attempted to reassert control over French Indochina. It struggled to combat the growing Vietnamese independence movement, and in 1954, the main center of French power, a military base at Dien Bien Phu, was overrun by Vietnamese forces.
- The following peace agreement split Vietnam in half, with South Vietnam still retaining some French forces, and North Vietnam being controlled by revolutionary Ho Chi Minh. As the French pulled out of South Vietnam, the United States moved to counter the North (which had a communist lean), and appointed a leader in South Vietnam that was sympathetic to their interests—Ngo Dinh Diem.
- Diem began cracking down on communist elements within South Vietnam, and this eventually spurred North Vietnam into action, who then began supporting said communist elements in the South. After Diem was assassinated in a coup (partially backed by the CIA) in November 1963, the US began increasing military and economic support of South Vietnam.
 - In August 1964, North Vietnamese attacks on US ships in the Gulf of Tonkin—one actual and one imaginary—led President Lyndon B. Johnson to authorize full US military intervention in Vietnam without an official act of war.
 - The primary method the US waged the Vietnam War was through massive aerial bombing campaigns in the North and "search and destroy" tactics in the South, where US forces would search Vietnamese villages for North Vietnamese fighters (the Viet Cong). Search and destroy tactics were not foolproof, and in some cases led to civilian casualties.
- On January 31, 1968, North Vietnamese forces initiated the Tet Offensive (named for the Vietnamese holiday of Tet) and attacked the South in a massive campaign meant to destroy the US' capability to fight.

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- While US and South Vietnamese forces were able to repel the attacks, news of such a large attack shook American public faith in the US' ability to win the war. Due to massive public backlash and protests over the reason for war and civilian casualties in light of the Tet Offensive, President Richard Nixon initiated his "Vietnamization" policy, which aimed to reduce the presence of American forces in Vietnam and replace them with South Vietnamese forces.
- The military draft, which required some men to serve in the Armed Forces, was rejected by Americans who did not want to serve, as well as by others who thought it was unfair because some people were allowed to avoid service.
- In January 1973, the United States officially exited the Vietnam War via an agreement with North Vietnam. The Vietnam War continued until April 30, 1975, when North Vietnamese forces captured Saigon, the capital of South Vietnam, renaming it Ho Chi Minh City.
- *Unpacking the Vietnam War can be tricky, especially with younger students. It is important that students understand the Vietnam War from the perspective of the Cold War, and that the Cold War was a conflict predicated on ideology.*
- *To break down the idea of containment, you can use the analogy below. While not a perfect analogy, it can help younger students understand the concept.*
 - *Two different people are trying to run for mayor in the city of Orlando. Both of them believe that the only feasible way to win is to have the most flyers of any candidate put up in town. This job is too big for them to do alone, so each mayoral candidate asks people from different communities to join their side and put up flyers in their local area, as well as taking down their opponents' flyers to support their team.*
 - *Similarly, the United States believed that they would "win" the Cold War if capitalism was the prevailing economic system across the globe, while the Soviet Union believed they would win if communism was predominant.*

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Slide 7: VIETNAM WAR PUBLIC PERCEPTION

- The Vietnam War is considered by some to be a war that was lost primarily because of public perception and not military strategy. It was a divisive topic in the US; many did not support the war while others did. The war also overlapped with large-scale events in the 1960s, such as the civil rights movement, the Space Race, and the assassination of President John F. Kennedy.
- One of the largest contributors to opposition to US involvement in the Vietnam War was news of the My Lai massacre, a war crime committed by the United States Army against Vietnamese civilians on March 16, 1968.
 - During a search for Viet Cong insurgents in the hamlets of My Lai, members of Charlie Company, a small unit in the 11th Infantry Brigade of the 23rd Americal Division were tasked with clearing the hamlet of My Lai of Viet Cong insurgents.
 - Upon arriving, the soldiers found no evidence of Viet Cong in the village, but nevertheless rounded up the village's civilians and began to massacre them, under the orders of officer William Calley. Over 500 civilians were killed, including women and children.
 - The massacre was only stopped after Warrant Officer Hugh Thompson, a helicopter pilot, landed his helicopter between Charlie Company and the rest of the civilians, and threatened to open fire on the soldiers if they didn't cease their wanton murder. His actions are credited with stopping the massacre.
 - The US government attempted to cover up and downplay news of the massacre, as they were aware it would lead to negative public opinion of Vietnam. Nevertheless, a member of the 11th Brigade who had not participated in the massacre caught wind of the event, and reported it to an investigative journalist, who broke the story in November 1969.
- The events of My Lai intensified protests against the Vietnam War, coupled with news of the disastrous Tet Offensive and the invasion of Cambodia (without an official declaration of war). One of the

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most infamous Vietnam War protests ended in disaster—the Kent State shooting on May 4, 1970.

- The invasion of Cambodia occurred at the end of April, and was conducted under the supposition that Viet Cong forces were operating out of the country. This invasion came at a time where Nixon appeared to be lessening American participation in the conflict under Vietnamization, yet another invasion had begun instead.
- This was the primary impetus for student protests at Kent State University, in Ohio. Protests began on May 1, and they quickly intensified, with demonstrative bonfires being erected in downtown Kent. The entire police force was called to respond, but police presence failed to reduce the intensity of the demonstration.
- On May 2 and 3, the Ohio National Guard was called to Kent State's campus to prevent any further protests from becoming unmanageable. Another student rally was planned on May 4; it was not only to protest the Vietnam War, but also to protest the National Guard's presence on the campus.
- University officials banned the rally from occurring, but students defied their orders. The Ohio National Guard accordingly marched on the University's common area to disperse the protests, and after a brief standoff, the National Guard retreated, then 28 of the 70 guardsmen fired their weapons. Most fired warning shots into the air or ground, but several soldiers fired directly into the crowd of students, killing four and wounding 13.
- At a time where American involvement in the Vietnam War was already contentious, the Kent State shooting further amplified opposition to the war.

Slide 8: VIETNAM WAR VETERANS PERCEPTION

- No matter the reasoning for the war, millions of people served their country in the US military during the war.

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- Today, we are here to learn about Veterans who served in the Vietnam War, how they served, and how they weren't so different from us.

Stop Three: Music During the War - **MA1-F MEMORIAL SECTION** (BY FRONT GATE)

Slide 10: MUSIC

The text below is the same as what's on the slides, but with song selections attached. We recommend playing some of the songs to help engage students and give them a frame of reference for the songs' lyrics and moods, but this is up to the teacher's discretion.

Veterans

- Veterans listened to music that talked about home
 - Green Green Grass of Home - Porter Wagoner
 - <https://youtu.be/jLnhghhwSm4?si=pdkfnYX43XSGJtF6>
 - The Letter - Box Tops
 - <https://www.youtube.com/watch?v=pyq3PUTnpd0>
 - Detroit City - Bobby Bare
 - <https://www.youtube.com/watch?v=ZXhPJEIly50>
 - Leaving on a Jet Plane - Peter, Paul and Mary
 - <https://www.youtube.com/watch?v=F2m--R3J6f4>
 - We Gotta Get Outta This Place - The Animals (more appropriate for 4th grade and older)
 - <https://www.youtube.com/watch?v=t6gcnFfc110>
- Music was one of the best ways for Veterans to learn about the Civil Rights Movement back at home while they were away
 - Chain of Fools - Aretha Franklin
 - <https://www.youtube.com/watch?v=5C4Fn1ftQt4>

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- Because everyone enjoyed it and the musical fusion of different culture's harmonies and rhythms, music brought all nationalities together
 - Fortunate Son - Creedence Clearwater Revival (this tune also resonated with troops who served and came back home to the reserves with wealthy "draft dodgers")
 - <https://www.youtube.com/watch?v=3RmQTYLD398>

Protest Music

- People back home protested the war through their music and lyrics; some songs became incredibly popular
 - War by Edwin Starr
 - <https://www.youtube.com/watch?v=hZJRJpbGkG4>
 - What's Going On by Marvin Gaye
 - <https://www.youtube.com/watch?v=KDK7TiEiMOI>
 - Fortunate Son by Creedence Clearwater Revival
 - <https://www.youtube.com/watch?v=3RmQTYLD398>
 - Find the Cost of Freedom by Crosby, Stills, Nash & Young
 - <https://www.youtube.com/watch?v=GMfvYxK9Zoo>

Slide 11: Col. Leadley H. Ogden

Location: **MA1-F**

Early Life

- Ogden was born on March 12, 1918 in Washington D.C, to Leadley Sr. and Jenny Ogden. Leadley Sr. was an immigrant from Canada, and was naturalized in 1924, while Jenny was native to New York.
- Before joining the Army, he lived in New York, then Jacksonville. He also worked for the National Gunite Contracting Company as a civil engineer at some point prior to his enlistment.

Military Service

- Ogden served during WWII in the Army. As part of the 101st Ordnance Battalion, he saw action in Germany.
- After WWII, he came back home to work as a specialized business

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systems proprietor with his brother and sister.

- By 1951, Ogden had reached the rank of Major, and was serving in a bomb disposal squad at the Raritan Army Arsenal in Middlesex County, NJ.
- A decade later, by 1961, Ogden was assigned to the Inspector General's office at the Army Ordnance Missile Command, and served as an ordnance officer until he left the service sometime between 1969 and 1970. During his service in this role, he received the Meritorious Service Medal, awarded at Fort Belvoir, VA.

Post-service

- After his service, Ogden worked as a real estate salesman in Pompano Beach, FL. He passed away on December 12, 1995.

Slide 12: Capt. William Arthur Thomas, Jr.

Location: **MA-6**

Early Life

- Thomas was born on January 23, 1940 in St. Augustine, FL. His parents—William Sr. and Peachie—were born in and from St. John's County, FL.
- Before his enlistment, he worked at a service station—another term for a gas station.

Military Service

- Thomas enlisted in the US Air Force in 1962, and the next year, he was assigned to Wright-Patterson Air Force Base as a B-52 pilot, as part of the 34th Bombardment Squadron, 17th Bombardment Wing.
- In 1967, Thomas received training in the F-105 Thunderchief fighter-bomber aircraft and was assigned to Takhli Air Base in Thailand, from which he flew 111 missions during Vietnam.
- Thomas passed away on April 21, 1972. While running a flight check on an F-105D operating out of Kadena Air Base in Okinawa, the aircraft broke apart over the Pacific Ocean. He had reached the rank of Captain, and was awarded the Distinguished Flying Cross and the Air Medal.

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Stop Four: Vietnam Memories - SECTION B-694

Slide 13: VIETNAM MEMORIALS

Vietnam Memorial

- The Vietnam Veterans Memorial Fund (VVMF) is a nonprofit organization that was started by Jan Scruggs and two other Veterans.
 - In 1980, they received Congressional approval to fund and build the Vietnam Memorial.
- The designer, Maya Lin, was a senior at Yale. She was taking a class on funeral architecture and studying how cemeteries and monuments reflect attitudes toward death.
 - There was a flyer from the VVMF announcing a national competition to design the Vietnam Memorial, and the class decided they wanted to make it their final project.
- The memorial has the names of over 58,000 men and women who served and died during the Vietnam conflict.
- When we think about the Vietnam Memorial, we usually only refer to the Vietnam Veterans Memorial wall with the names of those who died. The memorial actually includes the wall as well as the [Three Servicemen statue](#) and the [Vietnam Women's Memorial](#).
 - The Three Servicemen statue, which shows three American servicemen and the items they carried, was added to the Vietnam Memorial in 1984.
 - Frank Hart, the sculptor, described his vision: *"The contrast between the innocence of their youth and the weapons of war underscores the poignancy of their sacrifice. There is about them the physical contact and sense of unity that bespeaks the bonds of love and sacrifice that is the nature of men at war...Their strength and their vulnerability are both evident."*
 - The Vietnam Women's Memorial *"honors the 265,000 military and civilian women who served...during the Vietnam War."*
 - It was dedicated as part of the Vietnam Veterans Memorial on November 11, 1993. It is the first, and only, memorial to female service members on the national mall.

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Virtual Wall

- The Wall of Faces and In Memory are extensions of the Vietnam Memorial in Washington, D.C., and they can both be found on the Vietnam Veterans Memorial Fund's website.
 - The Wall of Faces is a virtual version of the Vietnam Memorial. This project allows families to add pictures and information about the people whose names are on the physical memorial.
 - Started in 1993, the In Memory program enables families of Vietnam Veterans who returned home but later died to have them forever memorialized.
 - These Veterans who returned home have suffered the effects of Agent Orange exposure, PTSD, and other illnesses that caused their deaths later in life.
 - There is a plaque on the grounds of the Vietnam Memorial that honors these Veterans and reads as follows: *"In Memory of the men and women who served in the Vietnam War and later died as a result of their service. We honor and remember their sacrifice."*

Slide 14: VIETNAM VETERAN HAT PINS

The following information is supplemental, meant to explain the location-based hat pins, and may be explained to students at the teacher's discretion.

- Cu Chi was the location of a vast network of tunnels used by the Viet Cong, a group of communist-allied insurgents that operated in South Vietnam against South Vietnamese and American forces.
 - The tunnels were located northwest of Saigon, South Vietnam's capital city that was taken at the very end of the war. It is located in the southern portion of South Vietnam.
- Bien Hoa was the location of a United States Air Force base northeast of Saigon, and was the site of a battle during the Tet Offensive in 1968.

Slide 15: Col. Adolph M. Guidi, Jr. Location: **B-694A**

Early Life

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- Guidi was born in 1935 in New York to Adolph Sr. and Helen Guidi, and moved to St. Augustine, FL when he was ten.

Military Service

- On January 18, 1957, Guidi enlisted in the U.S. Air Force, and eventually became part of the 33rd Tactical Fighter Squadron. During the Vietnam War, he was stationed at Takhli Royal Air Force Base in Thailand.
- On August 31, 1983, he retired after 26 years in the Air Force.

Legacy

- Guidi joined Valiant Air Command, an air museum, after retirement. There, he restored and flew vintage military aircraft.
- On June 29, 1991, Guidi was killed during an airshow in Keystone Heights, FL.

Stop Five: Multi-War Vets and Coming Home - [SECTION B-670](#)
([JUST SOUTH OF THE SIDEWALK, NEAR THE GATE](#))

Slide 17: VETERANS RETURN HOME

- There were only 19 years between the end of WWII (1945) and the beginning of the Vietnam War (1964), so it was very common for men who had joined the military during WWII to still be serving when the U.S. became involved in the Vietnam conflict.
- The men who returned home after their service in Vietnam had a much different experience than those who returned after WWII. There were several reasons for this.
 - First, the Vietnam War was seen as a “never-ending conflict”; it began in 1964 and ended in 1973. Until the Global War on Terror began in September of 2001 (it officially ended in August 2021), Vietnam was the longest conflict the United States had ever taken part in.
 - Anti-war sentiment was high, especially on college campuses. This was in large part due to a change that the U.S. government made to the Selective Service System’s draft policy in 1966.
 - This new policy stated that students who were in the bottom half of their classes could possibly be drafted. Before this policy change, any young man who was in

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college had a deferment for the draft.

- This new policy meant that if they did not have good grades, they could possibly lose that deferment.
- Dow Chemical was also a target of college protests.. This company, which at the time was known for making Saran Wrap, began producing napalm.
 - Napalm is a jellied gas that burns at 2,000 degrees Fahrenheit. *"It didn't just kill you; it tortured you,"* says author Mark Greenside. It was seen as *"chemical warfare at its worst."*

Slide 18: MGY Sgt Bazzle J. Rice

Location: **B-670A**

Early Life

- Rice was born March 16, 1923 in Lassen County, CA to Lena and Bazzle Rice, Sr., and moved to Ogden, UT as a young child.
- His parents divorced in 1931, and by 1940, Rice lived with his mother and step-father Charles Shaw, as well as three step-siblings—Earl, Howard, and Lila.

Military Service

- On July 9, 1942, he enlisted in the United States Marine Corps and became a member of the Marines' Mormon Battalion.
 - The Mormon Battalion Rice served in was based on the original Mormon Battalion that was established in 1846 and served in the Mexican-American War.
- Rice served during World War II, the Korean War, and the Vietnam War. He served exclusively on US military bases in an aircraft maintenance role and did not fight overseas.
 - In November 1942, he was stationed at North Island Naval Air Station in California, and wrote a letter home where he stated he was "painting airplanes."
 - By April 1946, Rice had reached the rank of Sergeant and was stationed at Marine Corps Air Station El Toro, also in California.
 - In October 1959, Rice was promoted again to Gunnery Sergeant, and served with the Third Marine Aircraft Wing at El Toro.
 - And a year before he left the service, he served with

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Headquarters and Maintenance Squadron 31 in Beaufort, SC as the avionics officer in charge.

- Rice was discharged from the Marine Corps on April 30, 1971.

Legacy

- On May 29, 1991, Rice died in Clay County, FL.

Stop Six: The Draft and New Legislation - [SECTION B-618](#) (SOUTHEAST CORNER)

Slide 20: VETERANS RETURN HOME

- The Vietnam War was notable for its high proportion of “draft dodgers”—individuals who tried to avoid being drafted into the military so they wouldn’t have to serve in Vietnam.
 - There were many ways that individuals resisted the draft: filing for conscientious objector status (meaning they opposed fighting on moral/religious grounds), claiming disability or injury, getting married, or even just skipping out on induction if they were called.
 - Some draftees elected to instead preemptively enlist in a branch of the military that had a low likelihood of being shipped off to Vietnam. 82 percent of American soldiers that fought in Vietnam did so as a part of the Marine Corps or Army, so some enlisted in the Air Force, Navy, Coast Guard, or a National Guard unit, as those branches would have less of a chance of fighting in Vietnam.
 - Those that opted to apply for conscientious objector status sometimes often received assistance from “draft counseling” organizations that instructed potential draftees on what to say in order to sufficiently proclaim their opposition to the war.
 - Some even went so far as to emigrate to Canada. An estimated 40,000 war resisters crossed the Canadian border from 1964 to 1975. In 1977, President Jimmy Carter gave amnesty to draft dodgers that had fled to Canada, enabling them to come back to the United States if they

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so wished.

- One reason for young people's dissatisfaction was that prior to the passage of the Twenty-sixth Amendment, the voting age was set at twenty-one, older than many soldiers. The increased opposition to the Vietnam War reignited debate about lowering the voting age. Many believed that it was not fair for young people to be drafted into a war they could not politically influence through voting.
 - "*Old enough to fight, old enough to vote,*" was a common slogan used by proponents of lowering the voting age. The slogan traced its roots to World War II, when President Franklin D. Roosevelt lowered the military draft age to 18.
 - In 1960, Congress and state legislatures were under fire from those wanting the voting age lowered. The Voting Rights Act of 1965 was amended and signed into law by President Richard Nixon, which lowered the voting age to 18 in federal, state, and local elections, but Nixon believed that this provision was unconstitutional and stated that the decision should be set in stone via an amendment.
 - In 1970, the Supreme Court decision of *Oregon v. Mitchell* ruled that Congress could alter the minimum voting age in federal elections, but not state or local ones. The decision was seen by many young men and women as a half-measure, and their dissatisfaction paved the way for the ratification of the 26th Amendment to the U.S. Constitution on July 1, 1971, which officially lowered the voting age to 18.

Slide 21: Randolph Eubanks

Location: **B-618**

Early Life

- Eubanks was born on April 11, 1948 in Cocoa, FL, to Reverend Goldie M. Sr. & Hattie Eubanks. He was the fifth-born of six children.
- He attended Monroe High School in Cocoa, and played on their basketball team during the 1964-65 season. He graduated in 1966.
- The Eubanks family was notably involved in the civil rights movement; Randolph's brother Leroy was arrested and released to his parents after taking part in a demonstration in his teenage years.
 - Randolph's father, Rev. Goldie M. Eubanks, Sr., also served as a

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Vice President of the NAACP and was a leader in the Southern Christian Leadership Conference. Because of this, his home was often the target of racist attacks. One attack on the night of October 5, 1963 involved two Molotov cocktails (firebombs) being thrown, though neither exploded and there were no injuries.

Military Life

- Eubanks enlisted in the Army on January 9, 1968. In July, he was assigned to Company C of the 2nd Battalion, 27th Infantry Regiment (a unit nicknamed the "Wolfhounds").
- He served as a light weapons infantryman, and achieved the rank of Specialist Fourth Class.
- He was killed on February 23, 1969, during an attack on his military base in Tay Ninh Province, South Vietnam.

Post-Service

- Eubanks was interred in St. Augustine National Cemetery on March 10, 1969, and he is memorialized on The Wall of Faces at the Vietnam War Memorial.

Stop Seven: CIVIL RIGHTS AND THE VIETNAM WAR - [SECTION B-567 \(NORTH OF SIDEWALK IN THE MIDDLE OF THE SECTION\)](#)

Slide 22: CIVIL RIGHTS AND OPPOSITION

- The Vietnam War was first supported by black civil rights groups like the National Association for the Advancement of Colored People (NAACP). Later, by the mid-1960s, this support changed to opposition.
 - Early NAACP support for the conflict was, in part, a legal concession to avoid compromising the passage of civil rights legislation. In November of 1963, the head of the NAACP, Roy Wilkins, was contacted by White House staff and told that the passage of the Civil Rights Act of 1964 was contingent on how the NAACP "handled themselves."

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- Civil rights leaders such as Martin Luther King Jr. and Muhammad Ali, as well as organizations such as the Student Nonviolent Coordinating Committee (SNCC), Black Panthers, and the Nation of Islam all ended up denouncing the war.
 - King delivered a prominent anti-war speech at a fund-raiser for *Nation* magazine in 1967; additionally, news of the Tet Offensive and My Lai massacre in 1968 further influenced civil rights groups to let up on their support of the war.
- Black activists believed that resources spent on the Vietnam War could have been used to help improve the plight of the African-American community.
 - Many black activists also characterized the Vietnam War as an example of American imperialism, and they drew parallels between American intervention in Vietnam, European colonialism in Africa, and their own contemporaneous subjugation by the United States government.

Slide 23: ACTIVISM

- Within the civil rights movement, there was disagreement on if the Vietnam War would benefit the African-American community.
 - Some believed that service in the military would offer opportunities of advancement, as black soldiers could serve in any branch and had the potential to rise to leadership positions, enjoying the prestige that came with such a post.
 - The other side was angry with the disproportionate amount of minorities drafted and serving on front lines, and with how they had fewer opportunities to avoid the draft.
 - Only 2% of African-Americans served as officers, out of hundreds of thousands of soldiers enlisted into the military.
- Many soldiers returned to run for political office or to fight for civil rights, including:
 - Benjamin O. Davis, Jr.
 - Davis served in the US Army and Air Force during World War II and Vietnam. He was a general of the Tuskegee Airmen, a notable African-American air unit. He died on

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July 4, 2022.

- Frederic Davison
 - Davison served in the US Army, and was the first black soldier to reach the rank of major general. He died on January 24, 1999.
- Colin Powell
 - Powell served as the U.S. Secretary of State (2001-2005) and the U.S. Chairman of the Joint Chiefs of Staff (1989-1993). He died on October 18, 2021.
- Elizabeth A. Allen
 - Allen served as a US Army Nurse during Vietnam, and later became an activist. The following quote is attributed to her: *"...I'm not for or against war. But I am always for the warrior."*

Slide 25: SSgt. Tom Davis, Jr.

Location: **B-567**

Early Life

- Davis was born on November 6, 1936 in St. Augustine, FL. His mother was named Annie L. Davis, and he was raised by his grandparents, Leroy & Marie Williams.
 - He was the oldest of three, his brothers being Calvin & Charlie Davis.

Military Life

- Davis enlisted in the US Army April 24, 1967.
- He served as a Staff Sergeant in Company A of the 3rd Squadron, 5th Cavalry Regiment (nicknamed the "Black Knights") in Thua Thien Province, South Vietnam.
 - His specific role was that of an armor crewman, which meant he was a part of a tank crew.
- Davis was killed in action on March 25, 1968, after serving only 11 months. He was 32 years old at the time of his death.

Post-Service

- Davis was posthumously awarded a Purple Heart.

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Stop Eight: POWs AND MIA - SECTION A-346 (NORTHWEST CORNER WHERE WALL MEETS THE METAL FENCE)

Slide 27: PRISONERS OF WAR

- The North Vietnamese viewed American POWs as “outlaws in an ‘undeclared war’.” They used this to justify the brutal treatment of the POWs.
 - There are 766 Americans who are known to have been POWs during the Vietnam War; of this number, 114 died in captivity.
 - Some POWs were held for extensive periods of time, with some serving more than seven years as prisoners. These prisoners were brutally tortured in order to get them to confess to war crimes, participate in “staged propaganda activities,” or give up military information.
- Communist indoctrination was constant for the American POWs. They were forced to listen to Radio Hanoi broadcasts and lectures while they were being tortured. The dirty conditions in which the prisoners were kept, as well as the lack of medical care and proper nutrition, led to diseases among them.
- In July 1966, 52 American POWs were forced to walk through the streets of Hanoi while handcuffed in pairs. This was done in order to fuel the anger of the North Vietnamese people. The North Vietnamese also filmed this march in order to show these humiliated Americans at the mercy of “angry communists.”
 - During the march, things turned violent when the North Vietnamese people began attacking the POWs. The officials lost control of the crowd, and the POWs and their North Vietnamese guards all had to fight their way to safety.
 - All of the POWs were injured during this, and what was meant to be North Vietnamese propaganda instead showed defenseless prisoners being attacked by a mob.
- By the end of the Vietnam War, more than 2,500 servicemembers were listed as POWs or MIA by the Department of Defense.
 - Families of these soldiers continued pressing the U.S. government for accountability. In 1979, Congress and President Jimmy Carter declared the first national POW/MIA Recognition Day as a way to acknowledge the concerns of these families.
 - This day also served to symbolize the resolve of the “American people to never forget the men and women who gave up their freedom protecting ours.” (VA.gov) In

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1982, the POW/MIA flag became the only flag other than the American flag to fly over the White House.

Slide 28: Maj. Theodore W. Wengert

Location: **A-346**

Early Life

- Wengert was born in the Bronx neighborhood of New York on October 4, 1920 to a family of German immigrants.

Military Service

- He joined the U.S. Air Force during WWII, and on November 17, 1944, he was the navigator of a plane that went down over Yugoslavia/Hungary during a bombing mission.
 - Wengert survived and gave a report on the crash and fate of his fellow soldiers.

Legacy

- After his service in World War II, Wengert married Doris M. Kortrey in New York in 1950.
- He died in North Bergen, New Jersey on March 21, 2014, at the age of 93.

Stop Nine: MEMORIALIZING VIETNAM VETERANS - **ROSTRUM**

Slide 29: MEMORIALIZATION

- For loved ones of the fallen, publicly acknowledging their grief and being seen publicly supporting the traditions that had been a part of honoring those who died was sometimes taken as support of the war itself.
- The placement of stones on the headstones of Veterans buried in national cemeteries dates back to ancient Rome.
 - The dead would be left with a coin to allow them passage into the underworld. In Jewish tradition, stones are traditionally left as a symbol of remembrance.
 - During the Vietnam era, due to the opposition of the war and Veterans' outward display of grief, coins became a popular way for Veterans to signal or contact the families of the fallen showing them that someone who had trained and fought alongside their loved one had visited.

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- Today, the tradition continues with visitors leaving different coins to symbolize their relationship with the deceased:
 - Penny - Visited the headstone
 - Nickel - Went through bootcamp together
 - Dime - Served together
 - Quarter - Was there when the person in the grave died
- Many of those who returned from Vietnam had lost comrades and friends overseas.
 - Public grief was seen as support of the war and even contacting families directly was not encouraged. PTSD and grief remain one of the least understood parts of Veterans' homecoming experience and return to civilian life.

If conducting this tour in the cemetery, at this stop, a poignant conclusion to the tour would be to have students place a penny on the headstone of one of the Veterans highlighted on the tour. Have the students stand in front of the headstone, say the name of the Veteran, and place the penny on the top of the headstone. If the students ask about what happens to the pennies, the coins left in the cemetery are collected by the caretakers each month and donated to charities including some that pay for the funeral and burial costs for homeless Veterans.

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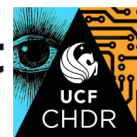
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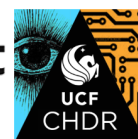
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