



FOR MORE INFORMATION:
info@honoringveteranlegacies.org

HVL LESSON TITLE:

No Welcome at Home

DEVELOPED BY: ERIN COGGINS

NO WELCOME AT HOME

GUIDING QUESTION:

What beliefs in America led to
the lack of enthusiasm in the
return of Vietnam veterans?

OVERVIEW:

Students will listen as the Miller Brothers discuss how they and other Vietnam soldiers did not receive a hero's welcome when they returned to the states. They will analyze primary sources from the area to better understand the climate of the time period that resulted in the hostile treatment of Vietnam veterans.



SUBJECT(S):
Social Studies



WWII VETERAN(S):
Miller Brothers



DURATION:
60 min.

NO WELCOME AT HOME

DEVELOPED BY: ERIN COGGINS

“Back in those days you know, they didn’t have two brothers in country at the same time. So, he had got wounded so, I went over there so he could leave. I had to sign a waiver forfeiting my rights to leave, but he could go home.”

Miller Brothers

OVERVIEW:

Students will listen as the Miller Brothers discuss how they and other Vietnam soldiers did not receive a hero’s welcome when they returned to the states. They will analyze primary sources from the area to better understand the climate of the time period that resulted in the hostile treatment of Vietnam veterans.

HISTORICAL CONTEXT:

The Vietnam War divided the nation into two groups: the Hawks, those who supported the war and the Doves, those who opposed the war. As a result, Vietnam Veterans received a hostile welcome when returning to the States after their tours of duty.

OBJECTIVES:

At the conclusion of this lesson, students will be able to

- Analyze historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).

STANDARDS:

CCSS. 7-11-12.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

AL: 11. Areas of conflict during the Cold War: including Vietnam

NO WELCOME AT HOME

DEVELOPED BY: ERIN COGGINS



MATERIALS & DOCUMENTS

[Miller Brothers Video](#)

[Photograph for Projection](#)

Doc A: Event Analysis Sheet

Computers with Internet Access

PROCEDURES

ACTIVITY 01

- Divide the class into two halves. Send half into the hallway. Tell the remaining half that when the other students enter the room, boo them, yell derogatory comments from the Vietnam War era i.e. “baby killers.”
- After the exercise, ask the students from the hallway how it felt to be treated like that.
- Show the [Miller Brothers HVL video](#). Instruct students to write at the top of their paper the following: sacrifice, conditions, returning home. As students watch the video, instruct them to write down comments made by the Miller Brothers that fit each of these categories. Discuss.

ACTIVITY 02

- Project the [Vietnam Protest Photograph](#). Teachers should lead students through analyzing the photograph with the following prompts; What do you see? What emotions does this photograph evoke? What is the overall tone of this photograph?
- Ask students: What brought on these protests and how did soldiers get caught in the middle of it all?
- Partner students into groups of three. Give

each group an event from Vietnam to research (SEE BELOW). Students will re-search the event, answering the questions on Doc. A-Event Analysis Sheet.

EVENTS:

Gulf of Tonkin Incident, Tet Offensive, Invasion of Cambodia, Kent State Protests, The Draft, Search and Destroy Missions
Media Reporting: Jan. 1967 Ramparts magazine of Vietnamese children being burned with napalm.

- After researching, students will present their event. Instruct students that are not presenting to write how each event presented could have impacted Americans’ feelings about soldiers fighting. Discuss.

NOTE: Good websites for research include:

[Timeline Vietnam War PBS](#), [National Archive Website: The Vietnam War: The War at Home](#)



ACTIVITY 03

- Teacher should circle the lesson back to the Miller Brothers and their comments on their homecoming. Instruct students that they will now repeat the activity from the beginning of class. Send half of the students out into the hallway. Instruct those that remain in the classroom, to yell encouraging comments and thank yous as the students walk into the room.
- After the exercise, ask students to describe the difference in how they felt the second time around than the first time around.

METHODS FOR EXTENSION

Have students research people who were doves (ex. Jane Fonda) and hawks (ex. Robert McNamara). Have students take the place of these people and debate the stance of the doves and the stance of the hawks.

DESCRIBING A VETERAN

GRAPHIC ORGANIZER



EVENT ANALYSIS SHEET

EVENT NAME: _____

What is the when, where and who of
your event?

List 5-6 major details of the event?

DESCRIBING A VETERAN

GRAPHIC ORGANIZER

DOC A



**Significance of the Event on the
Vietnam War.**

**In your opinion, what was the impact
of this event on public opinion?**