



Discussion Guide

for viewers, public television stations
and community organizations

a resource for thinking and discussing more deeply



www.OnTwoFrontsMovie.com

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I. Introduction to the Guide

On Two Fronts: Latinos & Vietnam is a new film by Mylène Moreno that explores the rich history of Latino service in the Vietnam War, and invites all Americans to honor the contributions and sacrifices made by Latino soldiers and their families in a war that defined a generation.

Latino Americans have made profound contributions to American life in many unique and important ways. Latinos' sense of patriotism as Americans is robust, but has been too often overlooked in our society. Many Latinos have served their country in visible ways, even making the ultimate sacrifice in defense of our national cause.

On Two Fronts also encourages us to look again at the way all of our soldiers were drawn into the Vietnam War, and how they returned, and to appreciate the service of veterans who have more recently returned from wars in Iraq and Afghanistan.

This discussion guide is designed to help you facilitate a conversation with family, friends, and community groups. This guide is not meant to be a comprehensive primer on the Latino American experience or the Vietnam War. However, this guide should provide you with a basic understanding of Latino service, the Vietnam War and Chicano movement timelines, and the complexity of military culture. This guide will invite you to consider the breadth of the Latino experience during the Vietnam era.

If you are looking for information on how to host a home screening, please review our Home Screening Guide [\[link\]](#). For additional resources and materials from the campaign and other sources, see the end of this guide.

II. Introduction 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/MIA (missing-in-action) 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.

III. Thinking More Deeply: questions for thought and discussion

One of the primary purposes of this guide is to serve as an in-hand resource for those who wish to further explore the issues raised in the film in a personal, family, or community context. The following questions are designed to start conversations or stimulate thinking, and help everyone explore the issues and perspectives offered in the program.

Below these questions, the guide offers a brief exploration of some key topics that are reflected in the film. Following each section are a few additional discussion questions and/or activity suggestions.

1. Before this film and guide, had you ever considered the role of Latinos in U.S. military service? Were you surprised to learn that a Latino was awarded a Medal of Honor in the Civil War, or that among the first pilots imprisoned in Vietnam was a Latino? How does this information change your understanding of Latino service?
2. Upon reviewing the most common reasons that people enlist for military service today, do you think those reasons (or the relative importance of them) would have been different 50 years ago? Why or why not?
3. What roles do you think race, class, and socioeconomic status play in military service? Do you think these reasons change based on whether a servicemember was a volunteer or drafted?
4. Military service is compulsory in many places around the world. Do you think service to one's country should be required? Why or why not? And if you believe service should be required, does it have to be in the form of military service?
5. Should military service be used as a pathway to citizenship? Why or why not?
6. In the film, after Everett Alvarez had been a POW in Vietnam for several years, his sister Delia began to speak out publicly about the policies that prolonged the war. What role do you think, if any, Delia and other sisters, mothers, and grandmothers had in changing U.S. foreign policy?
7. Delia says in the film that Everett couldn't have possibly understood the Chicano movement or what was happening in the United States while he was interned. Why not? How were their perspectives of the war so different?

IV. About Latino Service

Latino Americans have a long tradition of military service in the United States. Nearly half a million Latinos fought in World War II, and over eighty thousand Latinos fought in the Vietnam War. 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.” [1]

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 provided evidence that although Mexican Americans comprised just 13.8 percent of the Southwest's population, they comprised 19.4 percent of all casualties from that region. 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.” Many characters in the film *On Two Fronts: Latinos & Vietnam* point to their families' tradition of proud military service as the main reason why they enlisted; others describe their lack of alternatives to military service.

The tradition of Latino military service continues today. 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.[2] Many community activists point to persistent factors in the Latino community, such as poverty, high dropout rates, and limited investment in youth development programs, as driving forces behind the high enlistment rates.



A Brief Timeline of Latino Military Service between the Civil War and Vietnam

This condensed timeline was sourced from the PBS series *Latino Americans* and other sources. [3]

1864 - The first Latino was awarded the Medal of Honor, the nation's highest military award for "uncommon valor." Corporal Joseph H. De Castron received the award for his courage during Pickett's Charge in the Battle of Gettysburg during the American Civil War. Between the Civil War and the Korean War, Latinos received 27 Medals of Honor. [4]

1868 - Angered by 300 years of Spanish rule, Cubans rose up in revolt. Many left for Europe and the United States. The 14th Amendment to the U.S. Constitution was adopted, declaring all people born in the United States are U.S. citizens.

1917 - Puerto Ricans were granted U.S. citizenship.

In February, Congress passed the Immigration Act of 1917, which enforces a literacy requirement on all immigrants.

On April 6, the United States declared war against Germany, joining World War I.

With many able-bodied American men off to war, "temporary" Mexican workers were encouraged and permitted to enter the United States to work.

In May, the Selective Service Act became law, obliging Mexican immigrants in the United States to register for the draft even though, as noncitizens, they were not eligible.

1940s - As World War II (WWII) set in, many Latinos enlisted in the U.S. military — as a proportion, the largest ethnic group to serve in the war.

The Fair Employment Practices Committee was established on June 25, 1941 by executive order of President Franklin Roosevelt. The same executive order also prohibited all defense department contractors from discriminating on the basis of race or national origin.

1943 - On August 23, Macario Garcia became the first Mexican national to receive a U.S. Congressional Medal of Honor, yet he was refused service at the Oasis Café near his home in Texas.

Prompted by the WWII labor shortage, the U.S. government launched an agreement with Mexico to import temporary workers (braceros) to fill the void in agricultural work.

1944 - D-Day invasion of Europe on June 6.

The Servicemen's Readjustment Act of 1944 (The G.I. Bill) was passed, providing settlements for veterans. Mexican American veterans, however, had trouble receiving these benefits.

1948 - Frustrated that returning WWII Mexican American veterans were being refused medical services, Dr. Hector Garcia established the American G.I. Forum in Corpus Christi, Texas, to address Latino veterans' needs and fight for Latino civil rights.

The American G.I. Forum received national attention after a Latino soldier killed in action, Pvt. Felix Z. Longoria, was refused funeral services in Texas. Appalled, Senator Lyndon B. Johnson arranged for Longoria to be buried at Arlington National Cemetery. The Forum became a national organization.

1964 - Congress passed the Civil Rights Act of 1964. The act established affirmative action programs, prohibiting discrimination on the basis of gender, creed, race, or ethnic background: "to achieve equality of employment opportunities and remove barriers that have operated in the past" (Title VII). The Equal Employment Opportunity Commission (EEOC) was also established through Title VII to prevent job discrimination.

The Bracero Program, the government program initially put in place during WWII, ended. It brought Mexican laborers into the country to replace the American men who were fighting overseas.

Discussion Questions

- If you are Latino/a, are you aware of the record of service in your family? Does it seem consistent with what was represented in the film?
- Are you surprised at the level of commitment to military service that has been so much a part of the history of Latino Americans?
- Why do Latinos serve? How does service benefit their communities?

Activity: Social Media: If there are one or two concrete things that you learned from this section or from the film that you think are important for others to know, consider sharing them on social media, with a link to the film's Facebook page at <https://www.facebook.com/LatinosVietnam>.

V. About the Vietnam War

The roots of the Vietnam War can be traced back at least as far as the early Cold War, from 1945 to 1954, when the Vietnamese waged an anticolonial war of self-determination against France. Vietnam won this conflict and received their independence, though the country was divided between an anti-Communist South and a Communist North. In 1956, South Vietnam, with American support, resisted reunification efforts in the country, sparking the North Vietnamese Army and their Viet Cong allies in the South to wage battle against the South Vietnamese government. The United States provided military support to South Vietnam, at first covertly beginning in 1961 and then openly and in large scale after the Gulf of Tonkin Incident in August 1964, when President Lyndon B. Johnson sent ground forces, which peaked at 536,000 troops in 1968. Unlike WWII when 90 percent of able-bodied men served in the military, during Vietnam only 10 percent went to war. Young men, primarily working-class youth, were pushed and pulled into Vietnam military service by a draft system in place since the late 1940s that provided deferments to college students and others able to secure them.

Until the recent war in Afghanistan, the Vietnam War was the longest war in American history and the most unpopular American war of the 20th century. It resulted in nearly 60,000 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 Vietnamese war of attrition was hopeless. 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, finally reaching a peace agreement in 1972 to withdraw U.S. troops in exchange for the return of U.S. prisoners of war in 1973, among other promises. In April 1975, South Vietnam surrendered to the North and Vietnam was reunited.

Discussion Questions and Activity

- How/why is the Vietnam War still relevant to our politics and foreign policy today?
- What are the greatest lessons of the war in Vietnam?

-Activity: Story Sharing: Many members of the community still have a direct connection to the Vietnam War, either personally or through their families. Consider your own connection to the war, and invite others to do the same. Consider asking someone to bring a photo or piece of memorabilia and a brief story to share with you or your group.

VI. About the Chicano Movement

Unlike WWII, the Vietnam conflict 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, 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 conditions. This period gave rise to the Chicano movement, the feminist movement, the black power movement, and other social movements advocating for change in our society. Increasingly, these communities became politically engaged and developed strong countercultural narratives. Authority was being questioned in a way that had never been done before.

Just as with 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 Latino Americans 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 1971, 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 on August 29, 1970, to protest the war in Vietnam and stake a claim for justice and equal rights in the United States.

Discussion Questions and Activity

- What are the connections between the Chicano Movement and other domestic social movements in the 1960s and 1970s, including the African American Civil Rights Movement? How is the Chicano Movement different? Or unique?
- From your perspective, and from what you learned in the film, how was the war different for Latinos who served (or waited at home for news of their loved ones) than for others in similar positions?

-Activity: Timelines: Considering the period of time described above, think about what else was happening in the United States during the same period. Look at the timeline published on PBS.org from the *Latino Americans* series (<http://www.pbs.org/latino-americans/en/timeline/>) for some further details on the history of Latinos in the United States. Make a list of 10 significant historical moments that correspond to the period of the Chicano Movement.

VII. Understanding Military Culture

In this guide and in the film, you are asked to think about the life of Latino military personnel in contrast to the lives of Latino civilians at home. It's valuable to consider the differences in culture within these two environments. For this reason, the military culture section will attempt to provide you with a broad overview and some of the basic statistics about who is in the military and about the environment in which they serve.

The information in this section is abridged from the USC Center for Innovation and Research on Veterans & Military Families' "Military Cultures" course, which is available for free online and qualifies for continuing education (CE) credit hours through the California Board of Behavioral Sciences.

Military culture refers to integrated patterns of human behavior for military personnel, veterans, and their families that include their communications, thinking, language, actions, values, customs, and beliefs.

The primary purpose of the U.S. Armed Forces is to fight and win the nation's wars. The Department of Defense (DoD) trains and equips the armed forces to perform war-fighting, peacekeeping, and humanitarian/disaster assistance tasks through three military departments: the Army, the Navy, and the Air Force. The Marine Corps, which is primarily an amphibious force, is part of the Department of the Navy.

Some of the most commonly cited reasons for enlisting are

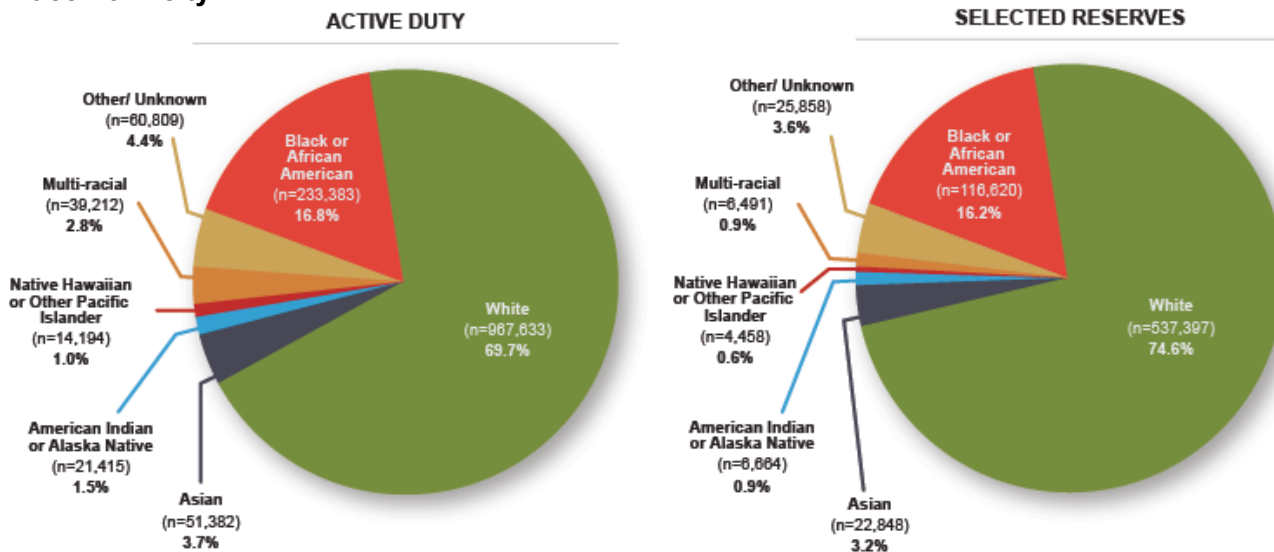
- patriotism;
- taking a stand against terrorism (especially following the 9/11 attacks);
- educational benefits;
- family tradition;
- personal improvement;
- full-time employment;
- opportunity to leave one's home environment;
- opportunity for adventure; and
- need for discipline and structure.

THE MILITARY BY THE NUMBERS

The DoD is the nation's largest employer. Relevant statistics include:

- There are over 1.4 million men and women on Active Duty.
- There are 1.1 million in the National Guard and Reserve Forces.
- There are 718,000 civilian personnel.
- Most servicemembers are under 41 years of age (Active Duty Force: 91 percent and Selected Reserve: 77 percent).
- Most enlisted personnel have at least a high school diploma (98.9 percent Active Duty and 97.1 percent Selected Reserve), which is higher than the U.S. civilian population age 25 and over (87.6 percent); and 5.9 percent Active Duty and 9 percent Selected Reserve enlisted have a bachelor's degree or higher.
- Women, who number 202,876, comprise 14.6 percent of the Active Duty force, while 1,185,152 men comprise 85.4 percent of the Active Duty force. In comparison, a little more than 53 percent of the U.S. civilian workforce 16 years old and over is female.

Race/Ethnicity



When preparing data, the DoD conforms to the Office of Management and Budget (OMB) directives. Hispanic or Latino is not considered a minority race designation, but rather analyzed separately as an ethnicity. Hispanic ethnicity for 2012 is reported as 11.3 percent of Active Duty and 10.1 percent of Selected Reserve across all the races shown in the graphs above.

Military Values	Civilian Values
<ul style="list-style-type: none"> •Integrity •Service •Excellence •Honor •Courage •Commitment •Respect •Devotion to duty •Mission first 	<ul style="list-style-type: none"> •Individuality •Autonomy •Personal achievement •Social equality •Fluidity within social relationships •"9-to-5 job"
<p>A rigid hierarchical social structure which emphasizes:</p> <ul style="list-style-type: none"> •Group solidarity •The chain of command •Unit cohesion •Achieving a stated mission 	<p>While social status does play an important role, one's status is not always prominent, nor is there strict role delineation that corresponds directly to one's place in civilian society.</p>
<p>Servicemembers transitioning back into civilian society can find the differences between the two cultures jarring. Coming from a world of direct orders and clearly delineated accountability, veterans can be disconcerted by the nuances of:</p> <ul style="list-style-type: none"> •civilian office culture; •the diffusion of responsibility that characterizes middle management; and •the type of decision-making required for personal and professional advancement. <p>For many veterans, adapting to these fundamentally different value systems can be challenging.</p>	

Understanding the Impact of Combat

The mission of the U.S. military is to fight and win our nation's wars. The ultimate objective of all servicemembers is mission accomplishment, which often involves combat. It is the fulfillment of all of their previous training. And yet, combat experience is the most significant factor that puts servicemembers at risk for lasting mental health problems.

The experience of combat is profound, complex, and ultimately life-altering for the servicemember, whether or not he or she realizes it. The experiences that have the most impact include

- exposure to death (e.g., handling dead bodies, knowing someone who was killed, witnessing death or disfigurement of allies or enemies);
- being wounded or injured;

- witnessing suffering (e.g., seeing people beg for food, observing homes or villages being destroyed);
- being at risk for being killed or wounded (e.g., involvement in firefights, being shot at); and
- participating in killing or wounding others.

According to the Office of The Surgeon General, U.S. Army Medical Command, in 2010:

- About 79 percent of combat soldiers had shot at an enemy.
- Roughly 73 percent had experienced the death of a unit member.
- Some 62 percent had an IED explode near them.
- Approximately 48 percent had killed a combatant.

Transition Challenges: The Long Run

Transition-related challenges (physical and mental, family/couple, and community) don't automatically resolve themselves once the servicemembers return to their communities. Depending on their exposure to combat and trauma, access to support networks, and ongoing health needs, servicemembers may continue to struggle with transition-related issues for years. The military provides a holistic environment in which many life concerns are taken care of and support exists. Once a civilian, procuring these services is very different.



Physical and Mental Health Challenges Can Include:	Challenges for the Family and Couple Can Include:	Challenges for the servicemember regarding the greater community can include:
<ul style="list-style-type: none"> •Traumatic Brain Injury (TBI) •Loss of body part or control of bodily function •Burns •Sleep problems •Grief and loss •Depression •Anger management •Anxiety •Substance abuse •Self-medication •Combat stress •Posttraumatic Stress Disorder (PTSD) •Suicide •Military Sexual Trauma (MST) •Homelessness •Financial issues •Lack of excitement — the thrill of combat •Lack of life meaning 	<ul style="list-style-type: none"> •Familial role changes •Marital distress •Communication issues •Difficulty with partner intimacy •Increased child behavioral problems •Academic problems for children •Interpersonal violence •Child maltreatment — abuse and neglect •Lack of outside support systems (as compared to the military) • 	<ul style="list-style-type: none"> • Reintegration into the workplace • Reintegration into civilian culture and society •Legal issues •Access to health care •Access to information
<p>Here Are Some Concerns That the Servicemember Might Have about Seeking Treatment:</p> <p><u>Stigma:</u> Some individuals fear that seeking professional mental health treatment will be perceived as a sign of weakness, and that this will result in a loss of confidence from one's unit or commander, differential treatment from military leadership, and eventually damage to or loss of one's military career.</p> <p><u>Negative perception of mental health services:</u> Some individuals lack confidence in mental health treatments, and have misconceptions about what occurs during therapy.</p> <p><u>Difficulty accessing services:</u> Servicemembers may have a difficult time finding available care, getting time off of work, navigating the insurance system, or affording the high cost of care. In particular, National Guard members and Reservists are not eligible for TRICARE benefits.</p>		

Discussion Questions and Activity

- What are the most important challenges facing veterans?
- What have we learned from how Vietnam veterans returned home to the United States?
- How are the needs of the new generation of veterans, returning from Iraq and Afghanistan, different from those of previous generations?
- If you have never served in the armed forces, how well do you think you are able to connect with and understand veterans?
- If you are a veteran, how well do you think you are able to connect with and understand those who have not served? How well do you think they understand you?

Activity: Do some research online and identify organizations in your community that support veterans. Use butcher paper or other colorful ways to make a list, and consider volunteering your time or encouraging others to do the same. Post some of those opportunities to social media.

VIII. Resources and Ways to Support Veterans

On Two Fronts Campaign Resources

<u>Film Website:</u> http://www.ontwofrontsmovie.com <u>Social Media:</u> Facebook: www.facebook.com/LatinosVietnam Twitter: @LatinosVietnam Instagram: @LatinosVietnam	<u>Video Assets:</u> YouTube Channel https://www.youtube.com/channel/UC_eNciEIDU7Spaidgju2GYw PBS Learning Media www.pbslearningmedia.org <u>Additional Materials Available at Film Website</u> -Social Media Guide (PDF) -Educator Guide (PDF) -PBS Station and Community Partner Engagement Toolkit (PDF)
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On Two Fronts Partners

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

[PBS](#) - PBS has joined efforts 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.

[Center for Innovation and Research on Veterans & Military Families \(CIR\) at the USC School of Social Work](#) - Through education and training, innovation, research, and partnerships, CIR bridges the gap between military and civilian communities. The center guides behavioral health practitioners, develops new technologies, informs policymakers, builds community networks, and produces research with real-world applications.

[United States Veterans' Artists Alliance: USVAA](#) - USVAA is a nonpartisan organization dedicated to supporting veterans in the arts, humanities, and the entertainment industry.

[American G.I. Forum](#) - The American G.I. Forum is the largest [Federally Chartered](#) Hispanic Veterans organization in the United States, with chapters in 40 states and Puerto Rico.

[L.A. Works](#) - L.A. Works is a 501(c)3 nonprofit volunteer action center that creates and implements hands-on community service projects throughout the greater Los Angeles area.

[Los Angeles Mayor's Office on Veteran Affairs](#) - Mayor Garcetti established the Mayor's Office on Veterans Affairs to ensure that veterans in Los Angeles can access the services they've earned.

[Los Angeles County Department of Veteran Affairs](#) - The Department of Military and [Veterans](#) Affairs, County of Los Angeles, counsels and assists veterans and active duty military personnel and their dependents or survivors in obtaining federal, state, county and private veterans' benefits.

Additional Resources for Veterans

[Veterans Crisis Line](#) - A national resource connecting Veterans in crisis and their families and friends with qualified, caring U.S. Department of Veterans Affairs responders through a confidential toll-free hotline, online chat, or text. Since its launch in 2007, the Veterans Crisis Line has answered more than 1.1 million calls and made more than 35,000 life-saving rescues.

[Make the Connection](#) - A national public awareness campaign by the U.S. Department of Veterans Affairs that provides personal testimonials and resources to help Veterans discover ways to improve their lives. The Make the Connection campaign encourages Veterans and their families to "make the connection"—with information and resources, with the strength and resilience of Veterans like themselves, with other people, and with available sources of support including mental health treatments.

[Team Rubicon](#) - Team Rubicon seeks to provide veterans with three things they lose after leaving the military: a purpose, gained through disaster relief; community, built by serving with others; and self-worth, from recognizing the impact one individual can make. Coupled with leadership development and other opportunities, TR also aims to "bridge the gap" between military and civilian life.

[Team Red, White & Blue](#) - Team RWB's mission is to enrich the lives of America's veterans by connecting them to their community through physical and social activity.

[The Mission Continues](#)

The Mission Continues implements programs that bring veterans together, channeling their unwavering commitment and leadership skills to serve critical needs in their communities. While serving, veterans acquire new tools to help them succeed, as well as a renewed sense of purpose and passion.

[Hands on Network](#) – Volunteer service organization that inspires, equips and mobilizes people to take action that changes the world.

[Give An Hour](#) - Founded by Dr. Barbara Van Dahlen, a psychologist in the Washington, D.C. area. The organization's mission is to develop national networks of volunteers capable of responding to both acute and chronic conditions that arise within our society. Currently, GAH is dedicated to meeting the mental health needs of the troops and families affected by the ongoing conflicts in Iraq and Afghanistan.

[Institute for Veterans and Military Families](#) - The IVMF is the first interdisciplinary national institute in higher ed. committed to supporting transitioning servicemembers, vets and their families.

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- [1] Source: <http://www.nps.gov/history/heritageinitiatives/latino/latinothemestudy/military.htm>
[2] Source: <http://www.latinlife.com/article/234/honoring-the-untold-story-of-us-latino-veterans>
[3] Sources: <http://www.pbs.org/latino-americans/en/timeline/#y1900>
<http://www.pbs.org/wgbh/amex/vietnam/timeline/>
[4] Source: <http://www.hispanicmedalofhonor.com/gallery.html>



**Credits: Authored by Desiree Gutierrez for Impact Media Partners LLC
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Produced under the supervision of Desiree Gutierrez y Dennis Palmieri for Impact Media Partners LLC, and Producer Mylène Moreno.

**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



On Two Fronts: Latinos & Vietnam was funded by the Corporation for Public Broadcasting, and presented nationally by PBS beginning September 22, 2015. Check local listings.

impact  media
P A R T N E R S

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 .

To learn about our broader portfolio of work, please visit our website at:
www.impactmediapartners.com .



On Two Fronts: Latinos & Vietnam is working closely with Veterans Coming Home. Funded by the Corporation for Public Broadcasting and led by Wisconsin Public Television, Veterans Coming Home builds on public media's strengths to address the needs of veterans in local communities. www.veteranscominghome.org

www.OnTwoFrontsMovie.com