Lesson Plan: Cold War Veterans

Grades: 5-11
Subject: Social Studies, English Language Arts
Time Required: 180 minutes (3 class periods)
Author: Jennifer Lange, East Hickman Intermediate School (Hickman County Schools)

OVERVIEW

The Cold War, or hostilities between the United States of America and the Soviet Union, began in 1945 at the end of World War II and ended more than three decades later with the fall of the Soviet Union in 1991. During this time, the United States developed a policy of containment in an attempt to stop communism from spreading, which resulted in the Korean War and the Vietnam War. Other global conflicts due to this tension include the Cuban Missile Crisis and the Berlin Airlift Crisis. Each country spied on each other in an effort to get the upper hand.

In this lesson, students will be introduced to the scope of the Cold War by analyzing primary source transcripts of Cold War veteran interviews. Through their analysis the students will discover the many locations of conflicts between the two superpowers and how long these hostilities lasted. Students will also investigate challenges veterans faced as they broke down racial and gender barriers. Finally, students will create their own found poem using the transcripts to demonstrate their understanding of the Cold War experience. This assignment will provide a starting point for students to connect individual events to larger story of the Cold War.

UNDERSTANDING GOAL

Students will gain a greater understanding of the Cold War in regards to the length of time of hostilities, locations of hostilities, and experiences by American veterans of different backgrounds and branches of service during the war. Students will analyze primary source transcripts of interviews conducted by the Library of Congress Veterans History Project, and create a poem using words and phrases from the interviews.

INVESTIGATIVE QUESTION

What were major events and areas of hostility during the Cold War? What kind of experiences did American veterans have when they served during the Cold War? Why did veteran experiences vary?

OBJECTIVES

- Students will analyze primary sources and answer text based questions regarding the Cold War.
- Students will identify key terms in a primary source to create a poem about the Cold War.
- Students will create a poem about the experiences veterans had during the Cold War using words and phrases from the veteran transcripts.
**Curriculum Standards**

**Social Studies**

- 5.23 Examine how Cold War events impacted the U.S., including: Arms race, Berlin Wall, Cuban Missile Crisis, Space Race
- US.59 Describe the competition between the U.S. and the Soviet Union in arms development, economic dominance, and ideology, including the roles of NATO, SEATO, and the Warsaw Pact.
- US.62 Describe the causes, course, and consequences of the Korean War, including: Domino theory, 38th parallel, Battle of Inchon, Entry of the communist Chinese, Final disposition of the Koreas
- US.65 Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis.
- US.66 Describe the causes, course, and consequences of the Vietnam War, including: Geneva Accords, Gulf of Tonkin Resolution, Tet Offensive, Vietnamization, Ho Chi Minh, Bombing of Cambodia, Napalm and Agent Orange
- US.68 Evaluate the impact of the Vietnam War on the home front, including: the anti-war movement, draft by lottery, and the role of television and the media.

**English Language Arts**

- W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Resources**

- Library of Congress Veterans History Project Cold War Dispatches
- H. Douglas Barker — pages 6-7
- Vincent Patton — pages 8-9
- Hector Ponton — page 10
- Philip Thompson — page 11
- Dan Knight — pages 12-14
- Patricia Duwel — pages 15-16

[Young men who have been drafted wait in line to be processed into the U.S. Army at Fort Jackson, Columbia, South Carolina] [May 15 1967]

**Materials**

- Copies of all veteran transcripts for each student (pgs. 6-16)
- Copy of questions for each student
- Index cards (15-20 per student)
- Highlighters for each student
- Notebook paper
- Example of free verse poetry, if needed
**PROCEDURE**

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Explain to the students what the Veterans History Project is and that they will be exploring veteran interviews regarding the Cold War. Explain what a transcript is, reinforce that transcripts and oral histories are primary sources.</th>
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<tbody>
<tr>
<td>Step 1</td>
<td>Pass out all transcripts (<a href="#">pages 6-16</a>) to each student and the accompanying question page. To save time, you may narrow down the selection of transcripts. Remind students they will be using some today, and all in the next lesson.</td>
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<td>Step 2</td>
<td>Instruct students to skim all of the transcripts and choose two that look the most interesting to them. Students should then read and analyze the selected transcripts and answer the corresponding questions.</td>
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<td>Step 3</td>
<td>Instruct students to share with a partner or a group and compare which transcripts they selected and what they noticed in the transcripts.</td>
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<td>Step 4</td>
<td>Discuss the transcripts as a whole group and point out the many different places around the world where there were hostilities and events related to the Cold War. Identify these locations on a map, or have students locate it individually on a printed world map. You may want to note, if the students didn’t notice, Vince Patton’s experiences as an African American veteran in the newly integrated military and the experience of the female veteran Patricia Duwel are both examples of new opportunities for different groups in the military.</td>
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<tr>
<td>Class 2</td>
<td>(Before the lesson) Prepare a poem using one transcript to model for the students. Highlight words and phrases which describe the veteran’s Cold War experience. Then, write the words on note cards and rearrange until you create something you like. You may want to write this on notebook paper. There is a typed example in the materials provided.</td>
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<td>Step 6</td>
<td>Review the prior lesson’s discussions, and have a class discussion about what was interesting about each transcript. Let the class point out any especially interesting phrases or sentences in class discussion. Bring attention to the fact that that one veteran was drafted, one was an African American, and one was a woman, all of which created unique experiences for that individual.</td>
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<td>Step 7</td>
<td>Introduce students to free verse poetry by showing them an example (see example which follows). Explain they will be creating a “found poem” in free verse style by picking words and phrases from the transcripts. Their poetry will probably not rhyme, but it doesn’t need to rhyme to be meaningful.</td>
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<tr>
<td>Step 8</td>
<td>Using the overhead projector and one transcript, model finding and highlighting key phrases. Write them on index cards, and rearrange them to create a poem. Then show them your written poem example.</td>
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<td>Step 9</td>
<td>Display “Found Poem Rules” for students to refer to.</td>
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**PROCEDURE** (CONT.)

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<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td>Step 11</td>
<td>Students should read all transcripts and highlight words, phrases, and sentences which identify areas of conflict/hostility or which describe the military experience for veterans during the Cold War. They may be factual, emotional, or personal. Students should not highlight unimportant words alone. The target is 15-20 words or phrases total, but more is fine.</td>
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<tr>
<td>Step 12</td>
<td>Once highlighted, students will put these words on index cards so they may explore arranging them in different ways to tell a story about the Cold War. Give students time to rearrange, and check their understanding of the phrases. They also should not create something that tells misinformation.</td>
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<tr>
<td>Step 13</td>
<td>Students will write their poem on notebook paper once they have decided on the order.</td>
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<tr>
<td>Step 14</td>
<td>If time allows, allow students to type and print their poem, where they may experiment with fonts and text sizes.</td>
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**Teacher Tips:** You may prefer not to share the teacher written Cold War poem, as some students’ work may be less original and copy the teacher. You may prefer to limit how many transcripts the students must use, especially if time is limited. One idea is to write one stanza for each transcript.

**EVALUATION**

**Lesson 1:** There are ten questions total. Each answer completed accurately with complete sentences is worth 10 points.

**Lesson 2:** Use the following rubric to evaluate the students’ work.

- 90-100: The entire poem is related to the assignment. Student followed free verse format and created a poem which tells an accurate story of the Cold War. Student included important phrases and keywords. Student used all transcripts. No spelling errors. Student stayed on task the entire time.
- 80-89 Some of the poem is off topic, student did not follow all directions or format, few spelling errors. Student was off task for some of the class time.
- 70-79 The poem presents untrue information, or very limited information. Many careless spelling errors. Student was off task for much of the class time.
- 69 & Below Student put forth little effort, veered greatly from directions, or no attempt was made to relate the poem to the assigned topic.
**Extension**

Students might research the history of African Americans in the military, women’s opportunities in the military, the debate on women and the draft, military poetry. Create a found poem with other literature.

**Found Poem Rules:**

1. Your poem should tell a true story about the veterans’ Cold War experience. Do not rearrange the words to make untrue statements.
2. You may choose to remove phrases on index cards if you change your mind.
3. You may repeat words and phrases to add impact.
4. You may not add any other words aside from what was directly in the transcript.
5. It doesn’t have to rhyme.

Harold Douglas Barker: B&W photograph of head and shoulders of veteran wearing his dress blues [1956]
Cold War Veterans Interview 1
H. Douglas Barker 4/3/2003 by Barbara Belt

Dates of Service: 1953 - 1980; Entrance: Enlisted; Branch: Navy

H. Douglas Barker: ... I vividly remember hearing President Kennedy talking about the blockade of Cuba to keep the missiles from coming in. The orders came out to send the submarines out to areas in the Atlantic, to be prepared, should the Soviets send their submarines out, and should this thing escalate to war. Well, we all know it didn’t. But, at the time, we didn’t know if it was or wasn’t. And, it was a very interesting thing, and I can’t help but think about it, a lot, as I watch what is going on in Iraq today....

--- Later, the interviewer asked Barker about a base he had been stationed at in Philadelphia ---

H. Douglas Barker: I’ve haven’t been to it, since then. It hasn’t been closed down. The one I went to, on another submarine, up in New Hampshire, that has been shut down. That’s no longer running. But, you know, on the base closings they did a few years ago, that was one of those that was closed. So, after my time, while I was on the staff in Groton, out of the Submarine Squadron II staff, then I, because of this Cuban Missile crisis, and the situation was that Khruschev agreed to take the missiles out of Cuba, then Kennedy said, "OK, we’ll take our missiles out of Turkey". They were old, land kind of missiles, over there. And, then what did they decide to do, unknown to anybody, they sent missile submarines into the Mediterranean. So, from missile submarines in the Mediterranean, they could cover the same things that the missiles in Turkey had covered, in the Soviet Union. Then I was transferred, quickly, to the staff of Submarine Squadron 16, and flown over to Naples, Italy. My family went with me, and we were stationed in Naples for two years. I was on Squadron 16 staff, as the Assistant Operations Officer. We controlled the missile submarines operating in the Mediterranean. It was so secret, when we first got there, that we couldn’t wear our dolphins on our uniform. When we were paid, we were paid separately, they came to our office to pay us, rather than getting in, because submariners get more money than other people get. And, people would say, "How come these people get paid that much more?" Because it was very secret, that the missile submarines being in the Mediterranean. So, it was kind of a fun thing to be a part of.

------- Discussing what it was like to work and live on a submarine -------

Q: OK. Tell me all the pieces that would be in a crew.

H. Douglas Barker: Of course, you have cooks.

Q: And, that’s all they do is cook?

H. Douglas Barker: That’s all they do is cook. And, like on a cruise, or on a patrol, they called them, one day a week, for evening meal, some other division on the ship, would do the cooking,
so the cooks could have a meal off. They’d write the menu, it’s all made out, so my guys, they’d go
down on Sunday and do the evening meal and prepare it. And of course, some of it was good and
some it wasn’t so good. The cooks were better.

Q: And, then that’s all they did. I would think they would do other jobs.

H. Douglas Barker: That’s their job, because they are feeding almost constantly on these
things.

Q: How many cooks would you have? One, two?

H. Douglas Barker: Oh, no, there would be 6 or 8 of them. And in the officer’s area, we had
what they called stewards. These were enlisted men, and they were there basically to serve the
officers. They served our meals, they took our laundry off to be laundered. Now, the enlisted
guys, they did their own. But that’s the way it’s done. Then, you have the navigation team. You
had the sonar men, where people are listening out into the water [Sonar is a system that uses
transmitted and reflected underwater sound waves to detect and locate submerged objects or
measure the distances underwater.] You have the communication group - they are the ones
that receive all the messages from outside. You have the torpedo men, you have the missile men,
you have the engineers, you have the reactor operators. I mean, it just goes on and on and on.
Specialties, that are out there.

Q: Now if the missile guy is riding on the submarine, and you are not at war, or, he --

Barker: If the President, back in those days, if the President would have said, "Launch the
missiles," the first missile would have left the ship within 15 minutes of him saying that. And
one would have left the ship every 15 seconds, thereafter until it’s empty. So, we were that
ready. We’re at a condition that we are ready to do that. Night and day, night and day, during
those 50 some days that we’re out on a trip.

Barker: There’s no indication they ever found one of our submarines, or tracked them. Now, we
have tracked theirs. But, we have no indication they have tracked one of ours. Because, ours
were always more silent. And, that’s where, back in the --

Q: Better technology?

Barker: Far better. And, we had propellers that were very, very -- In fact, every time you went
into a dry dock, so people could see them, they’d cover them. The propeller was secret. And, that
secret was given to the Soviets by some Scandinavian country, just toward the end of the Cold
War. And, then, their submarines started coming on line. But, theirs were not all that quiet,
and so then you would have our people track them. And there’s never been a Soviet submarine
fire on an American one, nor vice versa during the Cold War. But it came pretty close a few
times.
Cold War Veterans Interview Excerpts Interview 2
Dates of Service: 1972 - 2002; Entrance: Enlisted; Branch: Coast Guard

Patton: In fact, at the time I joined in '72, it was less than 4 percent make-up that was African American. So my dad was very concerned—and he didn't say that I couldn't join—but one thing he said was: "One thing you need to be a little worried about is where the Coast Guard sends people. The Coast Guard deals with people who have boats. People who have boats live in rich areas. People who live in rich areas, don't have a lot of blacks. I'm not telling you that you can't join. I'm just telling you that you might be in some uncomfortable situations."

When he said that, my mother, who had absolutely no idea what was going on except for the fact that I was joining the military, she spoke up and said, "You know, probably the right thing for him to do is to join the Coast Guard, because it'll never change if he doesn't go in the Coast Guard because it doesn't have a lot of blacks." That was the real sales pitch for my going into the Coast Guard. Because I actually did think about going back to the Navy later, but my mother kind of sealed the deal for me.

Q: ... Where did you go? Where were you first stationed?

Patton: When I finished basic training, which was twelve weeks long, I was selected to go to radioman's school, which is to learn communications. Having been a boy scout, I was actually pretty skillful in a lot of things that were needed in the Coast Guard. The Coast Guard was very interested in me becoming a shipboard radio operator, because of my knowledge of Morse Code. That's a very interesting skill in and of itself, learning the International Morse Code language and the ability to copy and send at a very high rate of speed. So the fact that I knew Morse Code, which very few people that go into that profession already knew.

I actually started radioman's school, because I knew Morse Code; I was able to copy and send at about twelve words per minute, which you graduated at eighteen words a minute and they start you at four words a minute, so you can imagine, my already knowing Morse Code was good. They were very excited about me being in the program, and of course, I learned a lot about electronics and transmitters and things along those lines. But when I left radioman's school, which was in Petaluma, California, I walked out with about a 28 word per minute sending and receiving capability—considered as an "expert" category, which you were given a speed key.

If you're familiar with the old Morse Code, you get the speed key, because you can send and receive so fast, they have to give you something faster to work with. That immediately graduated me to a high endurance cutter, where they knew I was capable of using Morse Code. So I went to New York, a high endurance cutter called the Coast Guard cutter Dallas. It
was doing fisheries patrols in the North Atlantic, up in an area where there was very heavy fishing by both a US and foreign fleet. We're still talking about the 1970s here. It was the Cold War, so you had Russians out there an awful lot as well as other communist bloc countries, except that they were doing other things. The Coast Guard was good in this capacity, because we were able to spy on these vessels a lot easier, in the name of enforcing the international fisheries treaties.

If we saw a fishing trawler, and we made it out to be a Soviet trawler, it was easier for us to get closer to it and to communicate with them than the Navy. If a Navy ship went into that area, that could be considered an act of war or an aggressive move. But by means of being the Coast Guard, we had enforcement acts that allowed us to be in the area and to board them. The Russians were very, very good at Morse Code. That's why my captain was so happy to have me on board, at the same level as most of the Coast Guard radiomen who had been doing the job for ten, twelve, fifteen years. So they were very happy to get somebody on board who had those higher-level skills.

Q: Can you actually intercept Morse Code from another ship going back to shore?
Patton: Yes, you can.
Cold War Veterans Interview Excerpts Interview 3
Interview 3: Hector Ponton 09/09/2003 by Lisa Beckenbaugh
 Dates of Service: 1952 - 1988; Entrance: Enlisted; Branch: Army

Beckenbaugh: Mr. Ponton, could you please state for the record what war you served in and the branch you served in?

Hector Ponton: The United States Army, uh, officially, the Vietnam War, in that that is the one where, uh, I appeared on site-twice, as a matter of fact, and, uh, but then, uh, I was already in the National Guard during the Korean War in 1952, and, uh, in the military in Europe during all of the Cold War, and some service in Central and South America during our travails down there, so, uh, I claim Vietnam only...

Um, it so happened that, uh, the, uh, Berlin Crisis occurred during the time I was assigned to, uh, to the, uh, to the battle group--by the way, it was the, uh, 2nd Battle Group of the 39th, uh, Infantry, uh, with the 4th Infantry Division, and, uh, we had the Cuban Missile Crisis at the time. Um, and I remember that, uh, the, uh, the, um, division ended up aborting, uh, Navy vessels, transport, attack transports out of Seattle and Tacoma, Washington, proceeding south on the, uh, west coast. At the time, although we didn't know anything about it, um, we were to go, if, if an invasion of, of Cuba had taken place, we were to go through the Panama Canal into the, uh, uh, Caribbean Sea, and, and be prepared to participate in an invasion of Cuba. As it turned out, of course, uh, uh, you know that, uh, that the invasion did not occur, the Missile Crisis came close to exploding into a major conflagration, but, uh, the Russians decided to turn their ships back, and, uh, and so, we did the same; we did not go into the Panama Canal, we headed back to Washington, D.C., and I ended up back at Fort Lewis in Washington. Although, uh, almost immediately after that--and I think it was part of, uh, of that, uh, of that same, uh, hot period in the Cold War--the Berlin Wall, uh, problem arose, in, in Germany, and, uh, and the, uh, my battle group again ended up being flown to, uh, to Germany, uh, and we ended up in, uh, in, uh, Wildflecken in Germany, which is a, uh, a base close to the, at the time, East-West German border, and from there, eventually, uh, we went into, uh, into Berlin proper, at the time that, uh, that the Berlin Wall was being built by the East Germans and, uh, and there was a force needed to be placed in between the East and West Germans, to make sure that the, uh, that the confrontation did not, uh, did not touch the, uh, the flash point. And so, uh, and so I was in Berlin--and we used to say at the time that we were herp--, helping the East Berliners build the wall, because, uh, what we were in essence doing was making sure the West Berliners did not attempt to, uh, to block that and, and bring things to a head, so.
Cold War Veterans Interview 4  
Philip Thompson 11/6/2010  

Dates of Service: 1958 - 1960; Entrance: Drafted; Branch: Army  

Thompson: ... I was 21, but my call came in June to go in, and so I volunteered and I went in in April...So but it was still drafted in, you know...Yes. My two older brothers served in the Air Force. And that was during the Korean War. And the Air Force is four years, period. But I didn't want four years, so I thought at that time when I went in, it was -- they were drafting, so you couldn't get out of it. You had to go. So I chose two years instead of four.  

Q: Okay. Where at in Germany, do you remember?  

Thompson: We landed in Bremerhaven and we waited there for two weeks until all the equipment came. And the whole thing was like a propaganda thing to drive from the north end of Germany clear to the south end, we convoyed, it took about two weeks just to display all this missile stuff. And it was mainly for propaganda to -- the Berlin crisis was very close at that time, and I don't know if the wall was built yet. I don't think it was. And they were -- it was just to kind of let the Russians know that we had some force in Germany, kind of...  

Well, it was right during that time when they were building that wall, and it was like a crisis, and there was -- they were shooting people that were coming from eastern Berlin over to west, you know, the Russians were, I mean, and it was a time of critical circumstance, but nothing developed...That's about all I can say, it was -- then after that wall was up there for, let's see, they built that wall I think in 1960 or, what, and they took it back 9 down in, what, when Reagan -- in '88 or '90, '88? Yeah, that wall was up for 28 some years, something like that.  

Q: So there was a lot of tension around the area?  

Thompson: Yeah, well, yeah, there's a lot of tension around there. The way that city got divided up, Berlin was part of western Germany, and yet eastern Germany circled the whole City of Berlin, but just one-half of that city belonged to western Germany. Really, I don't know how they come up with that. I don't know how they settled on that at all. I just don't understand it.  

Q: Were the German people nervous? Did they -- were they scared?  

Thompson: They were a little bit leery. When I was there it was really only 10 years after the war ended, and I noticed a lot of people that looked at you a little bit different, like, and there were some that were entirely on your side, but there were some that were -- felt like you won the war and we lost or something, I don't know. Kind of strange. But all in all I got along good with the people over there.
Cold War Veterans Interview 5
Dan Knight 11/9/2011

Dates of Service: 1965 - 1991; Entrance: Enlisted; Branch: Navy

Knight: Well, during the summertime, I turned 18, and that was the beginning of the Vietnam War and I did not want to go to Vietnam, so I enlisted in the Navy and thought I would be somewhere else, but, unfortunately... And my dad he was not too thrilled about me going in the service, because, um, since he was a World War II veteran, he did not want me to go into the military. He wanted me to go to school.

Q: What service was he in?

Knight: He was in the Army. He was in the European Theatre.

Q: Did he see combat?

Knight: Yeah, he did see combat. In fact, he went to the -- he went up north. He was not in Normandy, but he was -- went to the northern route.

Q: Okay.

Knight: Through Belgium and Holland

Q: So saw some hard campaigning there?

Knight: Yeah.

Q: And that -- would you assume is that what kind of colored his thought that he would rather not see you go into the service?

Knight: Yeah, because, initially, I went to the -- I wanted to go into the Army, because it was a two-year enlistment and chances are, at that time, I would go to Germany. But when I was leaving for -- to take the entry exam for the military, my dad called the recruiter and told him not to accept me.

Q: Really?

Knight: So...

Q: Did that cause some friction between you and your dad?

Knight: Yes, it did. I turned around and went to the Navy.

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When we landed in Saigon, the plane did not stop. We had to um, um, jump off the plane as it was taxiing, because we were under a mortar attack. And it goes, duck and roll and go to the trenches at the side of the taxiways.

Q: So you and your seabag basically jumped into Vietnam, off of a taxiing aircraft?
Knight: Right. Actually, I don't have my -- I didn't have my seabag.

Q: Oh, so just you alone?

A: Yeah. I did not know where my seabag went.

Q: That's interesting. What was your first impression, then, I mean, to come into this situation --

Knight: [redacted]

Q: I can imagine. I can imagine. How long did the mortar attack last? What -- what kind of feelings did you have during it, do you recall?

Knight: I don't recall, but I was scared, scared [redacted], excuse my -- We were tasked with one or two boats going out to do some patrol, search and destroy. So -- so we can capture and whatever, everything to do was geared to get the enemy, you know.

Q: Hard to identify the enemy in Vietnam at times?

Knight: Very hard, because we did not know who our enemy was.

Q: Dressed as civilians?

Knight: Yep, yes.

Q: Might not know until they take action against you?

Knight: Right. I've seen men, women and children attack us and [crying] --

Q: It's okay, Dan.

Knight: [Crying.] It was hard to deal with.

Q: But you did leave because of wounds?

Knight: Yes.

Q: In fact, you were severely wounded?

Knight: Yes.

Q: Could you briefly just mention the type of wound?

Knight: Ah, our boat was hit by an RPG and I got a head wound, knocked me out for about three months.

Q: Literally, were wounded and woke up back stateside, correct?

Knight: Yes.

Q: Where did you wake up? Where were you?

Knight: I was at the Great Lakes Naval Hospital.

Q: Great Lakes, Illinois, just outside of Chicago?
Knight: Right.

Q: S near home?

Knight: Yeah.

Q: How did your family handle all this?

Knight: [Crying.]

Q: It's okay.

Knight: [Crying.] When I finally woke up, my dad was staying in the room with me and the only thing he said was, "I told you so." He left the room, never came back.

We got -- I had a six-month deployment, so we got to visit quite a few places. We spent Christmas in Naples, Italy; I had a chance to go up to Rome for a tour; we went to Cannes, France; Barcelona and other various ports over there.

Q: What type of mission was the Fremont on during that six months? Strictly exercises?

Dan Knight: Strictly exercises and a show of -- show of strength.

Q: Show the flag and...

Dan Knight: Yeah, just typical cruise.

Q: Just to backtrack for one second, it was pretty typical to be shadowed by Russian --

Dan Knight: Yes.

Q: -- vessels?

Dan Knight: Yes. We also would have flyovers by the Russian bombers and the Badger bombers and I'm pretty sure there was some Russian subs in the area shadowing us.

Q: So even though you are away from the shooting war in Vietnam, you are really in the Cold War?

Dan Knight: Right.

Q: In the Mediterranean?

Dan Knight: Yeah, I was in the Cold War.
Cold War Veterans Interview 6
Veteran: Patricia Duwel
Date of Interview: June 24, 2003

Q: Why don't we start from the beginning? When and where you born?

Patricia Louise Duwel: I was born October 5, 1959, in Long Beach, California.

Q: What did your parents do for a living?

Patricia Louise Duwel: My mom was a homemaker and my father had been in the Navy, got stationed in Long Beach and stayed in Long Beach after he met my mom. They got married in '54. I was born in '59. My brother was born in '58. I'm one of two kids.

Q: You smiled when you said your mom was homemaker. Why did you smile?

Patricia Louise Duwel: Well, probably because she was disabled. She was in a wheelchair from the time I was probably about ten, so she really couldn't be much more than that, but I'm sure she wanted to be. It was always a kind of a joke between my brother and I was that my mom was smarter than my dad and if she hadn't have been disabled, she probably would have been a working mom way ahead of the current working moms. She was very bright.

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Q: Was there any discrepancy between how the girls and the guys [were treated]?

Patricia Louise Duwel: No. This was 1974 through '77, and my senior year I was probably the first female to achieve the most senior rank that I did... But because I was a female, I was told I wasn't going to be allowed to be on marching staff because I was going to be in a skirt. My uniform had a slip skirt. And I told them I was willing to wear slacks. You know, I had done it before. We'd worn men's - the boys' - uniforms so we could blend in for a color guard and all this other stuff, but I was told no, I couldn't be on marching staff, and because I was short, [I was] in the tail end of the senior platoon. And here I was the third-ranking cadet in the unit.

And it kind of - it hurt. I remember coming home and crying and, of course, my father, who didn't know how to handle his daughter crying was very, always - didn't know how to handle it. His way of handling it was, you know, if you're going to cry, give it some [inaudible]. The crying didn't last long, but I was very upset. Little did I know. My dad did give me a good piece of advice, though. You know, "You've got to realize you're going into a man's world, and you can either work with it or work against it."
Q: Where did you do your basic training?

Patricia Louise Duwel: Parris Island, South Carolina. It was not what I expected it to be. A female, going to Marine Corps boot camp in 1977. At that time, the Marines were still on a timeline of about 1972, '71, with the women. There weren't that many. I had joined on the delayed entry program in December of '76 and then went in August of '77. I had a very hard time in boot camp because it was not what I thought it would be. I thought it would be a rough and tumble, equal opportunity, the whole bit. And it wasn't. It was totally segregated. You know, we spent three hours in the squad bay learning how to iron our shirt waves and all of our uniforms that I thought would be going out to the cleaner's. ... And about three weeks into [boot camp] I received a letter from home that just totally broke me. It was totally unexpected. I'd never had that happen before, you know. Because I got this letter, I started reading it, and I just started crying. I couldn't stop. And I'd never been homesick before...

-- Patricia left the Marine Corps and enlisted in the Navy in 1980--

Patricia Louise Duwel: The only female Navy boot camp was in Orlando, because they moved the women's training from Bainbridge to Orlando in 1969, I believe. And I wanted to go to Orlando because I knew, there's no way that they could know, if it's all males, plus it was a huge school, sea school, an A school facility, what they called, you had the recruit training and you had the Naval training side. And they were sending me to recruit training side. That's where they sent all the OSVETs (Other Service Veterans). And anybody coming in went to Great Lakes. And sure enough, I got up there. They told me I could drive, so I drove. Double standards, all across the boards. They didn't know what to do with the women, because there weren't that many of us. There were two in my class... We were put in the staff ferries, given our own rooms. The guys were taken over and put in an open squad deck. Their civilian clothes were packed up and locked away. They couldn't wear them on the base. We could. The guys that drove, they weren't allowed to bring their cars onto the base. We could. There was very much a double standard.
COLD WAR VETERANS TRANSCRIPT QUESTIONS

Directions: Skim all the transcripts. Pick 2 transcripts to analyze. Using complete sentences, answer the questions below using the two transcripts you selected.

Choice 1: Transcript # ____________________________
1. Name of Veteran: ____________________________
2. What did you learn about the person from their interview—gender, ethnicity, age, where they grew up, etc…?
   ____________________________________________
3. What areas of the world did they serve in and what was their job?
   ____________________________________________
4. What were some of this veteran’s experiences?
   ____________________________________________
   ____________________________________________

Choice 2: Transcript # ____________________________
1. Name of Veteran: ____________________________
2. What did you learn about the person from their interview—gender, ethnicity, age, where they grew up, etc?
   ____________________________________________
3. What areas of the world did they serve in and what was their job?
   ____________________________________________
4. What were some of this veteran’s experiences?
   ____________________________________________
   ____________________________________________

1. Which interview was most interesting to you and why?
   ____________________________________________
   ____________________________________________

2. Skim all of the transcripts. List any and all of the areas you see combat or tension related to the Cold War.
   ____________________________________________
   ____________________________________________
Free Verse Poem Example

_The Wayfarer_

by Stephen Crane

THE WAYFARER,

Perceiving the pathway to truth,

Was struck with astonishment.

It was thickly grown with weeds.

“Ha,” he said,

“I see that none has passed here

In a long time.”

Later he saw that each weed

Was a singular knife.

“Well,” he mumbled at last,

“Doubtless there are other roads.”

Free Verse Poem Using Veteran Transcript for Student Example

_It Was The Cold War_

It was the Cold War.

Don’t have a lot of blacks

_It’ll never change if he doesn’t go_

It was the Cold War.

It was the Cold War.

Russians out there an awful lot.

_SPY._

Communist Bloc Countries.

_SPY._

Russians were very, very good.

It was the Cold War.

*This poem was teacher prepared using Interview 2: Vincent Patton, to model. You may point out that some phrases were repeated for emphasis, and students can get creative with their font in the final draft.

**Explain to students that although this poem was created using 1 transcript, they are to use all transcripts.