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NORTH CAROLINA  
MUSEUM OF HISTORY

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*History Happens Here*

# *Don't You Know There's a War On?*

**Virtual Field Trip**

**Teacher Materials**

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## North Carolina Information Highway Overview

### What is the North Carolina Information Highway?

The North Carolina Information Highway (NCIH) is a statewide network providing videoconferencing services such as distance learning. NCIH sites are located throughout the state, primarily at high schools and community colleges, making access to scholars, information, and activities available without long-distance travel. The North Carolina Museum of History is an NCIH site. This school year we are offering eight one-hour interactive programs for students in grades three through five. These programs are titled *Health and Healing History Mystery*, *Colonial Life History Mystery*, *Rural Life History Mystery*, *Tools and Gadgets History Mystery*, *Moccasins to Motorcars*, *American Indians in North Carolina*, *Rhythm and Roots of North Carolina Music*, and *Behind the Scenes at the Museum: Who Works Here?* For more information please visit <http://ncmuseumofhistory.org/DistLearn.html>.

### What can a class expect from these programs?

Students at the NCIH site and the program leader at the Museum of History will see one another on television monitors and talk with one another using microphones. A site coordinator will explain to the class how the technology works. Program materials will be provided at the NCIH site. This educator packet contains collateral materials that can be used before or after the program.

## Program Overview

***Don't You Know There's a War On? Focus on World War II*** is an interactive program that explores the effects of World War II on North Carolina and her citizens. The class introduces students to ordinary citizens who did extraordinary things for their country. Whether they saw combat or collected scrap metal, North Carolinians joined countless Americans who served, sacrificed, and persevered during the war.

The class is designed for middle school and high school students.

The **Program Materials** cover activities integrated into the one-hour program. These include a What Do You Know Quiz, and a Thinking Out Loud worksheet. You can download this packet (along with other materials) at <http://www.ncmuseumofhistory.org/edu/DistLearnMaterials.html>

Supplemental materials are found in this Teacher's Packet, and include several articles from the Tar Heel Junior Historian magazine, extension activities, and a guidelines for oral histories. These materials should encourage students to learn in greater detail about World War II and North Carolina, and provide them the means to learn some local history.

## Curriculum Goals

***Don't You Know There's a War On:*** has been designed to meet the following North Carolina Standard Course of Study Curriculum Goals as set forth by the Department of Public Instruction. For more information visit <http://www.ncpublicschools.org/curriculum/>.

### Grades 6-8

#### Information Skills

Goals 1, 3, 5

#### English Language Arts

Goals 1, 2, 4

#### Social Studies Skill Competency K-12

Goals 1, 2, 3, 4, 5

#### Social Studies 8<sup>th</sup> Grade - North Carolina: Creation and Development of State

Goals 6, 9

### Grades 9–12

#### Information Skills

Goals 1, 3, 5

#### English Language Arts I–IV

Goals 1, 2, 3

#### Social Studies Skill Competency K–12

Goals 1, 2, 3, 4, 5

#### Civics and Economics—10th Grade

Goals 1, 4, 7, 8, 9

#### United States History—11th Grade

Goals 9, 10

#### African American Studies

Goals 7, 9

#### American Government

Goals 6, 7

#### Sociology

Goals 4, 7, 9

## **Prelude to War**

by John Duvall

*There is a mysterious cycle in human events. To some generations, much is given. Of other generations, much is expected. This generation of Americans has a rendezvous with destiny.*

—Franklin Delano Roosevelt, June 27, 1936

At 0445 hours, September 1, 1939, fifty-three German divisions stormed across the Polish border without a formal declaration of war. Great Britain and France, in accordance with treaty obligations, declared war on Germany. After a period of “phony war” which lasted into 1940, Adolf Hitler’s Nazi legions invaded Norway and Denmark on April 9, 1940, and, on May 10, moved south, quickly subduing Holland and Belgium as they pushed deep into France. By early June, the British Expeditionary Force, under relentless pressure by German tank divisions, was forced to evacuate the continent at Dunkirk; on June 22, France signed an armistice with Germany, leaving Great Britain as the only democratic nation left to oppose Germany and Italy, the latter joining the Nazi invasion on June 10.

North Carolinians viewed the cataclysmic events in Europe with sadness and alarm, remembering that Tar Heels had died on European battlefields in World War I, just twenty-three years earlier. Like most Americans they were torn between genuine affection for Great Britain, now “going it alone,” and a deep-seated desire to remain at peace behind the great oceanic barriers. This latter attitude, isolationism, was very nearly a national secular religion during the 1930s, leading Congress to pass the first Neutrality Act in 1935. Indeed, in a Gallup poll taken that year, seventy percent of the respondents felt American intervention in World War I had been a mistake. This isolationist sentiment, which effectively blocked foreign policy initiatives by the administration of President Franklin D. Roosevelt until 1939, began to wear thin in the face of Japanese aggression in China, the Italian invasion of Ethiopia, German and Italian military help to General Franco’s forces in the Spanish Civil War, as well as German annexation of Austria and Czechoslovakia. It was the “Munich Crisis” in 1938 which broke American complacency about Nazi intentions in Europe. When Hitler obtained British and French assent to partition Czechoslovakia, Americans began to realize that the appetites of the fascist states could not be forever appeased.

After Germany invaded Poland in 1939, North Carolina joined directly in the debate between the isolationists and those who wished to extend aid to Britain and France. Governor Clyde R. Hoey, for example, supported a plan put forth in September 1939 to provide military supplies to Britain and France in their struggle against Hitler, a policy designed to keep America out of the war while aiding the cause of democracy:

*Our example and our action would have a wholesome effect upon the other neutrals and a sobering influence on Germany. . . . It is safer to sell supplies than to send men and if England and France can win this war, that is our best security for peace. . . . I believe in building our defenses at home so strong that we can take care of ourselves in any war that might be forced upon us.*

Governor Hoey’s ideas continued to be propounded throughout the state by such organizations as Defend America Now, and the Committee to Defend America by Aiding the Allies, national organizations which served as a counterweight to the isolationist America First Committee. University of North Carolina professor William T. Couch, secretary of the state chapter of the Committee to Defend America by Aiding the Allies, expressed very clearly the position that most North Carolinians were beginning to support in a letter to Henry R. Luce, publisher of *Life* magazine, written on February 18, 1941:

*This country, while there is time to save Britain and destroy the all-devouring aggressor, is refusing to make itself an active ally of the only friendly great power left in the world. Can anyone with any sanity expect people anywhere to give the United States anything, or to trust it, or to seek its protection, when the United States obviously does not know how to keep from building up its most deadly enemies, when it clearly does not know the first steps toward self-protection.*

Events in Europe and increasing Japanese aggression in China were propelling the United States toward war in 1940. Americans were stunned by the sudden collapse of France, which showed that the nation was no longer safe. They rallied to President Roosevelt's call for a program of armaments for national defense and aid for Britain. In mid-September 1940, Congress voted to create a peace-time draft. Then, after he won reelection in November, President Roosevelt proposed a "lend-lease" plan for Britain.

Heeding British Prime Minister Winston Churchill's message that his country was in mortal danger, FDR proposed lending arms directly to Britain, an idea that raised intense opposition in Congress. But, as a Gallup poll showed in mid-January 1941, a majority of Americans favored Lend-Lease. Congress provided \$7 billion in aid for Britain in late March; in April, American warships were patrolling the sea lanes deep in the Atlantic to insure that military aid got to Britain. On May 27 the president proclaimed an unlimited national emergency.

As the nation belatedly took up the enormous task of rearming, North Carolina became a center of defense production and preparedness. Governor J. Melville Broughton stated the challenge facing the state and nation in his inaugural address on January 9, 1941:

*Approximately three-fourths of all the peoples of this earth are now involved in warfare. More men are in arms today than at any time since the dawn of creation. As we sit peaceably here, the fate of Europe, Asian and Africa—indeed, the fate of civilization itself—is trembling in the balance, whether it be Armageddon or Renaissance, no mortal man can tell. Democracies throughout the earth are not only being challenged; they are being flaunted and overthrown. Not since the beginning of our national history has our own democracy been so gravely threatened. Acutely conscious of the danger, our nation is girding itself for defense and preservation. The Congress of the United States under the leadership of our President in the session of 1940 appropriated for defense the largest sum of money ever before appropriated in a similar length of time by any nation on earth, in peace or war. Such are the solemn circumstances of the hour.*

North Carolina, Governor Broughton noted, would continue its long tradition of aiding in the national defense. From the Battle of Kings Mountain in 1780 to the trenches of World War I, the "heroism of North Carolina has been attested by the blood of her sons who died in the front lines of victory."

In the present crisis, he noted, military units at Fort Bragg, Camp Davis, the air base at Charlotte, and the Elizabeth City Coast Guard Base were preparing to defend the nation, training thousands of draftees and volunteers.

Military base construction was a major defense industry in North Carolina in World War II, a fact of significant economic and social importance. The "Great Depression" of the 1930s had left a legacy of sluggish economic growth and high unemployment in North Carolina. By summer of 1940, tens of thousands of Tar Heels had joined construction companies at Fort Bragg and Camp Davis where prodigious feats of engineering and building were underway. In late 1941 work began on Marine Corps facilities at Havelock and Jacksonville, swelling the ranks of the employed by more tens of thousands.

Construction was underway by 1942 at Seymour Johnson Air Base, Camp Butner, Camp Sutton, Camp Mackall and a host of other bases, stations, air fields, and camps stretching across the

state, from Manteo to Asheville. The effect of the signing of a construction contract at each of these bases was magnetic, drawing workers from communities up to a hundred miles away to the job sites. . . . In every case, the allure of the military projects was a decent pay check, job training, and the hope for continued work. In a very real sense, these military projects in 1941 represented the end of the depression in North Carolina.

The work accomplished by these legions of North Carolina workers was nothing short of spectacular. Their job was to build, almost from scratch, a network of training facilities to support the tens of thousands of draftees pouring into the Army, Navy, and Marine Corps. The camps were built in rural areas with few amenities. They had to have theaters, chapels, gyms, recreation centers, hospitals, and post exchanges, where the men could buy personal items. At Fort Bragg, established in 1918 as an Army artillery post, the expansion program involved construction of thousands of buildings. In September 1940, Fort Bragg had 376 assorted buildings and 5,406 officers and men. By June 1941, there were 3,135 buildings and 67,000 troops.

*Life* magazine explained in its June 9, 1941, edition that a “miracle” had taken place at Fort Bragg. At a total cost of more than \$44 million, new roads, sewers, theaters, recreation halls, and power lines were constructed. Some 28,500 workers, receiving \$100,000 a day, completed the buildings at the rate of one every thirty-two minutes. Sixty-five carloads of building supplies arrived each day on the rails of the Cape Fear and Atlantic Coast railroads. At the conclusion of the project, Fort Bragg was the largest military camp in the nation and North Carolina’s third largest city.

The construction of military bases in southeastern North Carolina in the period 1940–41 brought jobs, money, soldiers, and changes, all in massive quantities. At Holly Ridge, the site of Camp Davis, C. C. Hines told reporter Sam Ragan of *The Wilmington News* that the newly planned Army anti-aircraft artillery training base was “hard to realize . . . It’s like something you read about—you know, like what used to happen out west.”

Reporting in December 1940, Ragan said that the Holly Ridge site had about it the feeling of a “gold rush.” Within five months, 20,000 workers had erected 978 buildings, creating a camp with thirty miles of paved streets, twenty miles of sidewalks, and fifty miles of water mains. Nearby U.S. Highway 17 was widened to handle the influx of supplies and troops.

By mid-1941, some 20,000 troops were training at Camp Davis, known to many as “Swamp Davis” because of its abundant mosquitoes, alligators, and snakes. Holly Ridge grew from a hamlet of twenty-eight people in 1940 to over 100,000 at its peak in 1943. In May 1941, *The State Magazine* reported the project in this way:

*It's the most stupendous thing that has ever happened in that section. Millions of dollars are being turned loose every week. Thousands of men have been given employment. Gone completely is the traditional calm and easy-going way of living. The slow-moving tempo of villages and towns has been replaced by a mad rush which seems to have everybody within its grasp. The highways are filled with cars and trucks. New houses are going up everywhere. Near practically every filling station are huddles of trailers and tents where people have taken up temporary quarters. Land sales are almost daily occurrences and it seems as though every third man you meet is in the real estate business.*

This pattern of social change and upheaval was repeated again and again around the state as new camps got their complement of buildings, roads, utilities, and troops. As 1941 approached its end, the Marine Corps began work on two enormous projects at Camp Lejeune near Jacksonville and Cherry Point at Havelock.

Near deep water ports at Wilmington and Morehead City, Camp Lejeune was destined to become one of the largest Marine bases in the world. Construction began in April 1941, continuing into

1944 and beyond. Cherry Point Marine Corps Air Station was constructed on 8,000 acres beginning in August 1941, with the focal point being the airfield with its eight runways and extensive maintenance facilities which made the station the largest of its type in the Marine Corps.

The enormous military projects in 1940–41 were not completed without causing significant hardship on nearby families. Thousands of acres of land were acquired by the government for bases at Havelock, Jacksonville, and Holly Ridge. Families had to sell their land whether they wanted to or not. Six hundred families were evacuated from their farms to accommodate Camp Lejeune.

The very social fabric of the community was shattered, with churches dismantled, clubs dissolved, and farms abandoned. Many of the people whose land was “taken” felt they were underpaid by the government, the cash received being insufficient to start a farm or build a house elsewhere. In Onslow County, bitterness over the land seizures persisted into the early 1990s.

Despite the problems caused by the sudden growth of military bases in North Carolina during 1940–41, the overall impact on the state was of the highest economic importance. The Division of Commerce and Industry noted in its annual report for 1941 that Army and Navy contracts totaled nearly \$63 million in 1940 and more than \$100 million in 1941.

Moreover, tens of thousands of men had been employed in construction projects, with others taking permanent jobs working at the bases once completed. Equally important were the thousands of new troops entering the state, stimulating enormous economic growth as contracts were let for food, fuel, building materials, and supplies of all types. Defense preparations resulted in nothing less than a “boom-town” atmosphere.

As 1941 drew to a close, training intensified at Fort Bragg and Camp Davis, with thousands of inductees arriving monthly for processing. One of those drafted in 1941 was Marion Hargrove of Charlotte who was serving as city editor of *The Charlotte News* when he received a government envelope bearing the message, “From the President of the United States to Marion Hargrove, Greetings.” Such draft notices were the beginning of the end of civilian life for thousands of Tar Heels during World War II.

For Hargrove, it was the start of his trip to the induction center at Fort Bragg and thence to the Field Artillery Replacement Training Center where, despite his journalistic background, he was assigned to duty as a cook. Hargrove wrote down his impressions of Army life in a daily diary which later became a national best seller in the form of the book *See Here, Private Hargrove*.

On December 7, 1941, Hargrove reported that the news of the Japanese attack on the American naval base at Pearl Harbor, Hawaii, came as “stunning news.” The unimaginable had happened—America was at war. For the young men at Bragg the . . . first outrage gave way to the awful fear that they would be sent away, green and untrained and helpless, within a week.

Other Tar Heels felt similar fears. Mildred Mclver recalled being with a soldier from Camp Davis when the news was reported: “I remember being frightened to death. There was such a state of fear. It was a terrible, terrible fear.” Jimmy Allegood, who worked for the *Wilmington Morning Star*, remembered that “Everything went into high gear . . . it was a national uprising.” Others worried about the young men who had been drafted. Katherine Cameron, 23 in 1941, noted that the news of Pearl Harbor “paralyzed me . . . I can see myself just standing there right now, thinking ‘We’re Americans. We’ve been attacked. This just can’t happen.’”

Reprinted from *North Carolina during World War II on Home Front and Battle Front*. World War II 50<sup>th</sup> Anniversary Commemorative Committee of the Airborne and Special Operations Museum Foundation, 1996.

### **Changes Come to North Carolina**

- In the late 1930s, most North Carolinians supported America's policy of isolationism, preferring to remain separate from the fighting in Europe.
- By the early 1940s, some North Carolinians, including Governor Clyde R. Hoey, believed that the United States government should provide military supplies to Great Britain and France.
- In September 1940 Congress created a peacetime draft and increased military funding.
- Military base construction became a major industry in North Carolina, representing the end of the Great Depression in our state.
- Fort Bragg became the nation's largest military camp and North Carolina's third-largest city.
- Increases in population, jobs, revenue, housing starts, and road construction brought rapid social changes to North Carolina.
- The state's economic progress also had negative repercussions, including the destruction of some communities and the forced sale of family property at low prices.

### **The Military in North Carolina**

- In 1942 William C. Lee of Harnett County led the newly established Airborne Command, based at Fort Bragg, and became the first commander of the 101st Airborne Division. Lee is known as father of the Airborne.
- By 1943 North Carolina was training more troops for war than any other state.
- Military training camps provided jobs for thousands of Tar Heels and brought millions of dollars to local economies.
- Marines from Camp Lejeune played a vital part in the nation's victory in the Pacific.
- Naval facilities in North Carolina coordinated ship movements, maintenance, and defense.
- The navy aided the Coast Guard and the Civil Air Patrol in the antisubmarine battle taking place off the Outer Banks.
- In May 1944 Governor J. Melville Broughton notified North Carolinians of the impending invasion of Europe.
- A North Carolinian, Sergeant Elmo Jones, led a pathfinder team into Normandy to prepare for D day.
- Fort Bragg-trained paratroopers numbering 13,400 took part in the D day invasion of Normandy on June 6, 1944.

## **Fighting the War on the Home Front**

by Jo Ann Williford

Well-trained, well-armed forces are essential to winning any war. But who sees to it that the food, clothing, machinery, and ammunition needed by the military are produced efficiently and that troop and civilian morale remain high? These matters are the responsibility of the people who fight the war on the home front. During World War II life for the men, women, and children of this state and across America changed drastically and required many sacrifices.

Equipping, transporting, and maintaining troops during the war proved an expensive undertaking that had an immediate impact on North Carolina. By December, 1942, North Carolina had more servicemen within its borders than any other state, housing the nation's largest army artillery post (Fort Bragg), largest Coast Guard station (at Elizabeth City), two large Marine bases (Camp Lejeune and Cherry Point), and the largest glider base (Laurinburg-Maxton Army Air Base). Taxes paid by Americans covered part of this expense. The remainder of the cost had to be borrowed by the federal government from individuals and banks.

This borrowing was done primarily through the sale of war bonds and stamps. A person who bought a war bond loaned his money to the government for several years. School children bought many war stamps and pasted them in special books. When the books were filled, the students traded them in for a war bond. Special stamp and bond booths popped up in North Carolina schools from the elementary levels through high school. Competitions between classes and schools were sponsored to see which competitor could raise the most money.

There were major campaigns to encourage adults to buy bonds as well. Many lures enticed them. Sometimes movie stars made visits to North Carolina to ask people to support the war. For the price of a war bond, citizens of Wake County got to ride around the county courthouse in a jeep or see a Japanese submarine captured at Pearl Harbor. Some counties and organizations contributed to war loan drives that paid for specific pieces of war equipment. Rutherford County residents' donations purchased a Flying Fortress (B-17) during the fourth war loan campaign, and the bomber was duly named the "Rutherford County, N.C." Salem College students earned citations from the United States Treasury Department for buying enough bonds and stamps to pay for one "Tank-Ammunition Trailer M-8" and for "One Field Ambulance." In all, North Carolinians contributed millions of dollars to the war effort through the purchase of bonds.

Although North Carolina's eastern seaboard never suffered a direct attack during the war, the state's newspapers and Office of Civilian Defense mobilized to prepare citizens for the worst. One *Chowan Herald* headline in July, 1943, solemnly warned that "Air Raids Seen As Possibility in N.C. Cities Along Coast" and urged its readers to watch out for enemy aircraft "seriously, and on a 24-hour basis. . . ." Sirens were installed from the coast to the mountains to warn of the approach of enemy planes. Air raid drills were held. Men and women studied printed plane silhouettes to learn the shape of enemy aircraft and carefully scanned the state's rural skies. Volunteers underwent training for such duties as air raid wardens and first aid specialists. Citizens learned how to blackout their homes and businesses so at night their lights would not be visible from the air or sea.

Civil defense wardens saw to it that people obeyed the rules. One Wilmington department store clerk was arrested, convicted, and fined "for smoking a lighted cigarette upon the streets after having been warned by a person in authority to extinguish it." Residents of Morehead City and Beaufort began to take the blackout regulations seriously when 114 violators were arrested and fined during a one-week campaign to enforce the rules. People who lived along certain coastal roads closed to night traffic because of the German U-boats off the coast had to tape over their headlights so that only narrow slits remained open. They could not drive faster than fifteen miles per hour on the closed roads either.

The State Office of Civilian Defense sponsored a war gas school as well, located at Chapel Hill. There they taught gas officers how to identify deadly war gases, how to use gas masks, and methods of first aid and decontamination in case of gas attacks. They even applied small doses of mustard gas to their forearms to study its effects and how the cleansing agent stopped them.

Another major problem faced by all Americans was wartime shortages of groceries and consumer goods. The shortages occurred for several reasons. Some imported commodities were given only to the military during the war. Other imported goods were limited in quantity because of shipping losses. Production of many American items was stopped by the government because they were not essential to the war effort. Most food, clothing, and equipment went to support the armed forces. What remained had to be shared by civilians.

Two systems dealt with shortages. One method evenly distributed certain goods, giving all citizens an opportunity to purchase set amounts of the items. This was called nonselective rationing, and it applied to such things as sugar, meat, butter, and shoes. Each citizen held ration stamps issued by the government worth a certain number of points. These were used along with money to buy rationed goods. Shortages in fresh produce could also be met by individual or community victory gardens. By growing and canning their own vegetables, the public reduced their need for commercial canned goods required for servicemen overseas.

The second method, called selective rationing, was used for products that were extremely scarce. For instance, there were no new cars manufactured in America between February 7, 1942, and the end of the war in 1945. Neither were many bicycles, typewriters, refrigerators, or other metal products made once the war started. Metal was needed to manufacture planes and weapons. Used cars and bicycles available for sale went to people who needed them most—particularly those who had jobs important to the war effort.

Americans restricted by the rationing system still managed to donate scarce items to the war effort by salvaging. Today we would call it recycling. The military's need for paper, grease, nylon, rubber, and metal remained high. Citizens were urged to save products containing these materials and turn them in at collection centers. Schoolchildren across the state carried out scrap drives. They collected such things as keys, tin cans, bathtubs, old metal and rubber toys, and newspapers. The city of Raleigh tore up old streetcar rails to donate for scrap metal drives. However, when someone suggested that the state should melt down the Revolutionary War cannons standing at the Capitol, there was an outcry of protest. There were limits to the sacrifices the public felt willing to make. The Revolutionary War cannons survived World War II intact and remain on Capitol Square to this day.

A manpower shortage was yet another problem. Those left at home, women and the men excused from military duty, filled jobs previously held by men who had entered the service. "Rosie the Riveter" became the symbol for women who took over important jobs in defense plants and other vital areas. North Carolina women helped build Liberty Ships in the yards of the North Carolina Shipbuilding Company at Wilmington. They also worked at the Fairchild Aircraft Plant in Burlington, assembling military planes. Schoolchildren replaced farm laborers who had left for war. For six weeks in 1943 the school day in Wake County was shortened to operate from 8:00 A.M. to 12:30 P.M. so children could spend their afternoons picking cotton on Wake County farms. Even Governor J. Melville Broughton and his wife spent several afternoons picking cotton.

For almost four years the American people were reminded daily that they must do their part to speed the victory by rationing, salvaging, promoting troop morale with USO entertainments, contributing their resources, and preparing for defense. In the end North Carolinians could be proud of their efforts. After the war Governor Gregg Cherry, recalling the sacrifices they made, stated that, "This was cooperative democracy at its best."

Reprinted from *Tar Heel Junior Historian* 25 (spring 1986), 2–5.

## **World War II Statistics**

### **United States\***

Number in military: 16,112,566  
Number wounded: 671,846  
Total number of casualties: 405,399  
    killed in action: 291,557  
    other deaths: 113,842

*\*From U.S. Department of Defense*

### **North Carolina**

Number in military: 361,000  
Total number of casualties: 7,109  
    killed in action: 4,088  
    died of wounds: 592  
    noncombat deaths: 2,409  
    missing in action: 20

### **Casualty Comparison**

Total number of North Carolina casualties  
    Civil War: 40,000+  
    World War I: 2,375  
    World War II: 7,109  
    Korean War: 2,965  
    Vietnam War: 1,573

## Extension Activities

1. Have your students research one or more of the following military people or units associated with North Carolina and report their findings to the class.

Westray Battle Boyce  
Navy B-1 Band  
Thomas Ferebee  
Marion Hargrove Jr.  
George Preddy  
William C. Lee  
Robert Morgan  
Terry Sanford  
555th Parachute Infantry Battalion (known as the Triple Nickels)  
101st Airborne Division  
82nd Airborne Division

2. Visit <http://www.accessgenealogy.com/worldwar/northcarolina/index.htm> with your class. Find the army and army air corps casualties from your county (you may also wish to visit a different site to find the names of several soldiers from North Carolina who survived the war). Do your students recognize any of the names? Does the number of casualties surprise them?

3. Send your class on an Internet scavenger hunt. Have the students research the following questions using only the Internet and then list (1) the steps they took to find the answers, and (2) the addresses of the Web sites they used.

- What epidemic swept the North Carolina Piedmont in 1944?
- Find three Web sites that give the number of Japanese American civilians interned during World War II. Do the figures from the sites differ significantly? If so, which site do you trust the most? Why?
- Find a Web site containing an article, primary source, image, or other information about the American or North Carolina home front in World War II that will help you learn more about the war. What is its address?
- Find a Web site that discusses the World War II experiences of children in another country. What is its address?
- List at least five foods that were rationed in the United States during the war.

4. Have your students research daily life on the Southern home front during the Civil War and write a short essay comparing it with the American home front during World War II. Their comparisons can be broad or can focus on one or two aspects, such as shortages, changing women's roles, children's experiences, or propaganda.

5. Lead a class discussion about how oral histories add to and enhance historical knowledge. What information did the students get from the virtual field trip interviews that they can't get elsewhere? How did the interviews add to the students' understanding of World War II? Why is it important to look at many sources for a complete picture of history?

6. Begin a class project of recording (using tape or video recorders) oral histories of World War II veterans in your area. Arrange a time to share these oral histories with other classes studying the war, then place the recordings in the school library for future use.

## **Interview Tip Sheet**

### **Where to find an interview subject**

- Relatives
- Friends of relatives
- Neighbors
- Places of worship
- Senior centers

### **How to gain consent for the interview**

- Call or visit the person.
- Explain your oral history project.
- Ask respectfully for an interview.
- Provide a copy of a consent form.

### **How to prepare the subject**

- Make an appointment for the interview.
- Choose a place where the subject is comfortable.
- Let the subject know about how long the interview will take.
- Give the subject several possible topics to think about before the interview.

### **Sample questions**

- What were you doing when the United States entered World War II?
- How did your military service begin?
- What are your strongest memories of combat?
- How did you participate in the war effort?
- How did rationing affect you?
- What would you tell a young person about the war years?

### **The interview**

- Spend some time chatting before you begin the interview.
- Ask the subject to respond in complete sentences.
- Take a break if necessary.
- Be respectful.
- Pay attention.

### **Technical considerations**

- Before the interview, practice with the recording device(s) you plan to use.
- Take along extra batteries and recording supplies.
- If you use a video camera, make sure the lighting is not all coming from the same direction and that you have good overhead lighting.
- If you record outside, face the recording device and microphone away from the wind.
- Use an external microphone, if possible.
- If possible, bring a second recording device and record simultaneously (for backup).
- Bring along a camera to shoot a few portraits of your subject.

## Sample Interview Consent Form

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Date

I permit [NAME OF ORGANIZATION] to record, own, publish, and republish information about me/my property and reproductions of my likeness and my voice for educational, marketing, and publicity purposes through any media. I acknowledge that the pictures or recordings taken on this date are the sole property of [ORGANIZATION]. I release [ORGANIZATION] from any and all claims that might arise from the use of these images and recordings.

\_\_\_\_\_  
Signature of Subject (if 18 or older)

\_\_\_\_\_  
Parent or Legal Guardian (if subject is under 18)

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address (if different from subject's)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Phone (if different from subject's)

*If the subject is under 18 years old, the parent or legal guardian must write the minor's name as the subject and grant permission by signing the appropriate line.*

-----**for school officials only**-----

I affirm that students of \_\_\_\_\_  
can be photographed, interviewed, and/or videotaped and that all relevant permissions have been secured in advance by the school.

\_\_\_\_\_  
Signature/Title

## **Additional Resources**

### **World War II Web Sites**

Camp Davis/Burgaw/Fort Fisher

*Skylighters*

<http://www.skylighters.org/places/campdavis.html>

The Home Front: Charlotte-Mecklenburg 1941–1946

The Charlotte-Mecklenburg Story

<http://www.cmstory.org/homefront/main.htm>

About the Base

*MCB Camp Lejeune, N.C.*

<http://www.lejeune.usmc.mil/mcb/aboutbase.asp>

The Triple Nickles

*The 555th Parachute Infantry Battalion*

<http://www.triplenickle.com>

The Women Veterans Historical Project: Women at War: An Online Exhibit

*Walter Clinton Jackson Library*

<http://library.uncg.edu/depts/archives/exhibits/womvet/posters.asp>

World War II: Through the Eyes of the Cape Fear

*University of North Carolina at Wilmington*

<http://library.uncw.edu/capefearww2>

World War Two

*BBC*

<http://www.bbc.co.uk/history/worldwars/wwtwo/>

A Summons to Comradeship

*University of Minnesota Libraries*

<http://digital.lib.umn.edu/warposters/>

North Carolina State Archives

*North Carolina Office of Archives and History*

<http://www.ah.dcr.state.nc.us/archives/default.htm>

Documenting America Project

*Library of Congress*

<http://memory.loc.gov/ammem/fsowhome.html>

Air Force Link: Photos

*United States Air Force*

<http://www.af.mil/photos/>

### **Oral History Web Sites**

Southern Oral History Project  
University of North Carolina at Chapel Hill  
<http://sohp.org/>

CDS Projects  
Center for Documentary Studies at Duke University  
<http://cds.aas.duke.edu/docprojects/index.html>

### **Books**

Catlett, J. Stephen. *Army Town: Greensboro 1943–1946*. Greensboro, N.C.: Greensboro Historical Museum, 1994.

Cheatham, James T. *The Atlantic Turkey Shoot: U-Boats off the Outer Banks in World War II*. Charlotte, N.C.: James T. Cheatham, 1994.

Dew, Stephen Herman. *The Queen City at War: Charlotte, North Carolina, during World War II, 1939–1945*. Lanham, Md.: University Press of America, 2001.

Duvall, John S. *North Carolina during World War II on Home Front and Battle Front, 1941–1945*. Fayetteville, N.C.: World War II Fiftieth Anniversary Commemorative Committee of the Airborne and Special Operations Museum Foundation, 1996.

Lemmon, Sarah McCulloh. *North Carolina's Role in World War II*. Raleigh: State Department of Archives and History, 1964.

Scher, Linda. *The Holocaust: A North Carolina Teacher's Resource*. Raleigh: North Carolina Council on the Holocaust, 1998.

Wilmington Star-News. *Southeastern North Carolina in World War II*. Wilmington, N.C.: Wilmington Star-News, 1992.

### **World War II Resources from the North Carolina Museum of History**

#### **History-in-a-Box**

Bring the resources of the North Carolina Museum of History into your classroom with History-in-a-Box! This multidisciplinary teaching tool provides you with background materials, reproduction artifacts, lessons, and activities that tie North Carolina history with language arts, science, math, and visual arts. The kit is available for loan for three weeks at no charge (you pay return UPS shipping). To order, call 919-807-7995 or go to <http://ncmuseumofhistory.org/edu/HistoryBox.html> for an order form.

*Everybody's War: North Carolina and World War II*  
Grades 8+

Everyday life changed during World War II as families were separated, food and goods were rationed, and travel and pleasure driving were curtailed. North Carolinians from the mountains to the coast helped the war effort by volunteering, salvaging and conserving, growing Victory gardens, and buying war bonds. Use the scrapbook of memories; the stories of North Carolinians; and objects, images, and words of the period to teach about the changes that this war brought to our state.

**Online Teacher Workshop**

Log on to the Internet for this distance learning program geared just for educators and earn continuing education credits (up to 40 contact hours), including reading and technology credits. Access the workshop anytime during the program dates. The workshop fee is \$35. For additional information or to register, contact Tricia Blakistone at 919-807-7971 or [tricia.l.blakistone@ncdcr.gov](mailto:tricia.l.blakistone@ncdcr.gov), or go to <http://ncmuseumofhistory.org/edu/ProfDev.html#otw>.

*North Carolina at Home and in Battle during World War II*

Learn how World War II affected North Carolinians and how the state's men, women, and children contributed to the war effort at home and abroad through articles and images, an interactive time line, a virtual scrapbook, a bibliography, and more.

## DISTANCE LEARNING PROGRAM EVALUATION FORM

Your feedback is extremely valuable in helping the museum improve its programming. Please complete this evaluation form and return it by mail or fax, or complete the form online at <http://www.ncmuseumofhistory.org/edu/DistLearnEvaluation2.html>.

Date of program \_\_\_\_\_

Time of program \_\_\_\_\_

1. Rate the following statements using the scale below.

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

a. The teacher materials were easy to use. \_\_\_\_

Comments:

b. The topic(s) discussed were pertinent and applicable to the goals of my class. \_\_\_\_

Comments:

c. Students showed interest throughout the program. \_\_\_\_

Comments:

d. Students continued to show interest in the topic(s) several days after the program. \_\_\_\_

Comments:

e. The instructor's directions were clear. \_\_\_\_

Comments:

f. The instructor responded to questions and needs. \_\_\_\_

Comments:

g. Overall, the program met my expectations. \_\_\_\_

Comments:

2. How might the program materials be improved?

3. What suggestions or comments do you have regarding the program?

4. What topics would you like to see developed as virtual field trips?

Thank you for completing the evaluation. Please return this form to:

Jerry Taylor  
Education Section  
North Carolina Museum of History  
4650 Mail Service Center  
Raleigh, NC 27699-4650  
Phone: 919-807-7972  
Fax: 919-733-8655

## Contact Information

We hope that you have enjoyed taking part in this distance learning program. We invite your comments and questions about the program. Please be sure to take advantage of other distance learning programs offered by the North Carolina Museum of History, including Media Center programs, History-in-a-Box kits, and the Tar Heel Junior Historian Association, as well as professional development opportunities for educators. Visit <http://www.ncmuseumofhistory.org/edu/Classroom.html> for more information.

### North Carolina Museum of History

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Raleigh, NC 27699-4650

Phone: 919-807-7900

Fax: 919-713-8655

<http://ncmuseumofhistory.org/>



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NORTH CAROLINA  
MUSEUM OF HISTORY

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*History Happens Here*