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Key North Carolina Curriculum Alignments

Social Studies
Grade 4

Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

Objective 1.03: Suggest some influences that location has on life in North Carolina, such as major cities, recreation areas, industry, and farms.

Objective 1.04: Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

Objective 1.05: Assess human movement as it relates to the physical environment.

Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

Objective 2.03: Describe the similarities and differences among people of North Carolina, past and present.

Objective 2.04: Describe how different ethnic groups have influenced the culture, customs, and history of North Carolina.

Goal 4: The learner will analyze social and political institutions in North Carolina, such as government, education, religion, and family, and how they structure society, influence behavior, and respond to human needs.

Objective 4.01: Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

Objective 4.03: Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.

Objective 4.05: Identify and assess the role of prominent persons in North Carolina, past and present.
Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.

Objective 6.01: Explain the relationship between unlimited wants and limited resources.

Objective 6.02: Analyze the choices and opportunity cost involved in economic decisions.

Social Studies
Grade 8

Goal 6: The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.

Objective 6.02: Describe the significance of major events and military engagements associated with World War II, and evaluate the impact of the war on North Carolina.

Objective 6.03: Examine the significance of key ideas and individuals associated with World War II.

Objective 6.04: Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina, including women and minorities.

Goal 9: The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.

Objective 9.03: Describe opportunities for and benefits of civic participation.
Lesson Plan: From the Mountains to the Sea

Grades: 4–12

Overview: Upon entering World War II, the United States quickly mobilized its people and resources. To organize and speed up those efforts, military installations were built in North Carolina and throughout the country, a process that had actually begun even before the Japanese attacked Pearl Harbor, Hawaii, in December 1941. This lesson looks at the number, locations, and impact of those facilities in the Tar Heel State.

Procedure: 1. Have students read the following articles in the spring 2008 issue of *Tar Heel Junior Historian*: “Introduction: World War II Touched Lives in Every Community,” by Dr. Annette Ayers, and “North Carolina’s Wartime Miracle: Defending the Nation,” by Dr. John S. Duvall.

2. Choose an option based on the size or ability of each class and on the time allotted for the lesson.

**Option 1:** Give the students (individually or in small groups) a state road map with latitude and longitude lines, a blank outline map of North Carolina (page 13 of this supplement), and the two lists of military installations in North Carolina that begin on page 5. On the blank map, have the students enter the latitude and longitude (absolute location) of the installations listed. (You may shorten the lists, as time or class ability requires.) Students may search the Web for accurate locations. Helpful sites include http://geonames.usgs.gov/redirect.html#

**Option 2:** If your class has not yet studied latitude and longitude, have the students use a state road map to find the locations of the installations and to place colored dots at those points on the blank map. The dots will help the students understand the number of military posts and their proximity to each other.

**Extension Activity:** Research a specific military installation and report on its history, environment, and impact on the surrounding community.
## World War II Military Installations in North Carolina

<table>
<thead>
<tr>
<th>NAME</th>
<th>MISSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville Convalescent Center</td>
<td>Medical facility for wounded seamen.</td>
</tr>
<tr>
<td>Basic Training Center #10, Greensboro</td>
<td>Greensboro Army Air Force training base; renamed the Eastern Overseas Replacement Depot in 1944.</td>
</tr>
<tr>
<td>Bluethenthal Army Air Field, Wilmington</td>
<td>Army Air Force fighter interceptor base; antisubmarine patrols also flown from the base.</td>
</tr>
<tr>
<td>Fort Bragg, Fayetteville</td>
<td>Established in 1918 as the U.S. Army’s principal artillery training post. Field Artillery Replacement Training Center a major World War II mission; beginning in the spring of 1942, Bragg became a focus of airborne (parachute/glider) training. Largest army post in America during World War II.</td>
</tr>
<tr>
<td>Camp Butner Infantry Training Center</td>
<td>The Seventy-eighth Infantry Division and other units trained at Butner.</td>
</tr>
<tr>
<td>Charlotte Quartermaster Depot</td>
<td>U.S. Army logistics center; Ford Motor Company operated a facility at the depot for the army.</td>
</tr>
<tr>
<td>Elizabeth City Coast Guard Station</td>
<td>Major aviation maintenance and training facility. Major mission of search and rescue and antisubmarine patrols.</td>
</tr>
<tr>
<td>Elizabeth City Naval Air Station</td>
<td>Aviation training and maintenance base. Operated long-range antisubmarine patrol using bombers and “blimps”—lighter-than-air craft.</td>
</tr>
<tr>
<td>Seymour Johnson Army Air Field, Goldsboro</td>
<td>Aircraft maintenance and aircraft gunnery training base.</td>
</tr>
<tr>
<td>Knollwood Army Air Field, Pinehurst</td>
<td>Army Air Force communications training base.</td>
</tr>
<tr>
<td>Laurinburg-Maxton Army Air Field</td>
<td>Troop carrier and glider training base.</td>
</tr>
<tr>
<td>Location</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Camp Lejeune, Jacksonville</td>
<td>Major Marine Corps training base—infantry, armor, artillery, and air defense. Amphibious operations a key training mission.</td>
</tr>
<tr>
<td>Lake Lure Army Air Force Redistribution Rest Camp</td>
<td>Rest camp for returning combat crews.</td>
</tr>
<tr>
<td>Camp Mackall, Hoffman</td>
<td>Airborne training center for parachute and glider troops.</td>
</tr>
<tr>
<td>Manteo Naval Air Station</td>
<td>Carrier fighter aircraft training base.</td>
</tr>
<tr>
<td>Morehead City Naval Station</td>
<td>Coordinated ship repair, sailing schedules, antisubmarine defense, and salvage.</td>
</tr>
<tr>
<td>Morris Army Air Field, Charlotte</td>
<td>Air defense and aircraft maintenance base.</td>
</tr>
<tr>
<td>Ocracoke Naval Station</td>
<td>Antisubmarine patrol base.</td>
</tr>
<tr>
<td>Pope Army Air Field, Spring Lake</td>
<td>Adjacent to Fort Bragg. Troop carrier, glider, and fighter base.</td>
</tr>
<tr>
<td>Raleigh-Durham Army Air Field</td>
<td>Air defense base.</td>
</tr>
<tr>
<td>Southport Naval Station</td>
<td>Conducted ship repairs, sailing schedules, antisubmarine defense, and salvage.</td>
</tr>
<tr>
<td>Camp Sutton, Monroe</td>
<td>Army combat engineer training base.</td>
</tr>
</tbody>
</table>

Locations of United States Naval Facilities in North Carolina

www.ibiblio.org/hyperwar/USN/ref/USN-Act/NC.html

In addition to the major military installations in North Carolina, many smaller but vital facilities from each branch of service participated in the war effort. The following are examples of the variety of naval facilities located in the state during World War II.

**Albemarle Sound**
1. Bureau of Ships Light Test Range

**Asheville**
1. Naval Convalescent Hospital, Biltmore Station
2. Naval Rest Center, Grove Park Inn

**Camp Davis**
1. Camp Davis
2. Anti-aircraft Artillery School (AGF)

**Camp Lejeune**
1. Forty-fifth Replacement Battalion, Training Center
2. Marine Corps Women’s Reserve Schools
3. Parachute School, School Battalion, Training Center
4. Field Sanitation School, Field Medical Battalion
5. Medical Battalion
6. Camp Lejeune [Marine Corps Base]

**Carrboro**
1. Resident Inspector of Naval Material, National Munitions Co.

**Chapel Hill**
1. University of North Carolina
2. U.S. Navy Pre-Flight School
3. Navy V-12 Unit, University of North Carolina
4. Navy V-12 Unit, University of North Carolina, School of Basic Medical Science

**Charlotte**
4. Branch Office, Naval Officer Procurement (closed October 20, 1942)
5. Navy Recruiting Station
6. Naval Adviser to the Branch Office of the War Production Board
7. Naval Adviser, Branch Office, War Production Board, Contract Distribution Division
8. Industry Cooperation Division, OP&M, Charlotte Law Building
9. Central Procuring Agency, Navy Lumber Coordinating Unit

**Cherry Point**
1. Marine Corps Air Station
2. Third Marine Aircraft Wing, Fleet Marine Force, Marine Corps Air Station
3. Public Works Department
4. Marine Aircraft Group 61
5. Marine Night Fighter Group 53
6. Ninth Marine Aircraft Wing, FMF
7. Marine Corps Air Group 52, FMF
8. Marine Aircraft Group 62, Marine Corps Air Station
9. Regional Real Estate Office, Bureau of Yards and Docks
10. Marine Corps Air Bases
11. Air Support Training Unit 5, Naval Air Station

**Durham**
1. Duke University
2. Navy V-12 Unit, Duke University
3. Branch Intelligence Office
4. Navy V-12 Unit, Duke University, School of Medicine

**Edenton**
1. Marine Corps Air Station
2. Marine Operational Training Group, Marine Corps Air Station
3. Marine Operational Training Group 81
4. Naval Air Station

**Elizabeth City**
1. Naval Air Detachment, U.S. Coast Guard Air Station
2. Resident Officer in Charge of Construction, Contract NOy-4956
3. Lighter-than-Air Base, Contract NOy-4956
4. Navy Cost Inspector, Elizabeth City Shipyard
5. Navy Technical Inspector, Elizabeth City Shipyard
6. Auxiliary Air Station (Patrol Plane Base)
7. Lend-Lease Modification Center, Consolidated Aircraft Corp.
8. Coast Guard Air Station
9. Coast Guard Auxiliary Air Facility
10. Ship’s Store Ashore, Auxiliary Air Station (Patrol Plane Base)
11. Navy Technical Inspector
12. Branch Security Office
13. Elizabeth City Shipyard
14. Public Works Department
15. Bureau of Aeronautics Representative, U.S. Navy Modification Center
16. Lend-Lease Base, Contract NOy-4158

**Fayetteville**
1. Veterans Administration Facility

**Fort Bragg**
1. Twenty-ninth Bombardment Group, Pope Field
2. Armed Forces Induction Station

**Fort Caswell**
1. Section Base

**Greensboro**
1. Resident Inspector of Naval Material
2. Zone Intelligence Office
3. Navy Ferry Control Liaison Officer, High Point Airport

**Harvey Point**
1. Auxiliary Air Station
2. Ship’s Store Ashore, Auxiliary Air Station

**Hiwassee Dam**
1. Naval Ordnance Laboratory Experimental Facilities

**Kinston**
1. Marine Corps Auxiliary Air Facility

**Manteo**
1. Auxiliary Air Station
Morehead City
1. Navy Technical Inspector
2. Marine Corps Auxiliary Air Facility, Atlantic
3. Marine Corps Auxiliary Air Facility, Bogue
4. Inshore Patrol
5. Marine Corps Auxiliary Air Facility, Beaufort

New River
1. Signal Battalion Training Center, Camp Lejeune
2. Marine Corps Training Facilities, Marine Barracks
3. Construction Battalion Replacement Group, FMF
4. First Marine Airdrome Battalion, Marine Barracks
5. Seventh Replacement Battalion, Marine Barracks
6. First Corps Parachute Battalion, Training Center, FMF, Marine Barracks
7. Twenty-first Marine Regiment (Reinforced)
8. Third Marine Brigade, Marine Barracks
9. Forward Echelon, First Base Depot, FMF
10. Barrage Balloon Base, Group One, Marine Barracks
11. Marine Replacement Battalion Five, Training Center, FMF
12. Third Replacement Battalion, Training Center, FMF, Marine Barracks
13. Fifty-first Composite Defense Battalion, Training Center, Camp Lejeune
14. Parachute Battalion Training Center, Camp Lejeune
15. Fifteenth Replacement Battalion, Training Center, Camp Lejeune
16. Commanding General, Fourteenth Regiment, Artillery Fourth Division, U.S. Marine Corps
17. Casual Company, Headquarters Battalion, Montford Point Camp, Camp Lejeune
18. Public Works Department
19. Eighteenth Defense Battalion, Camp Lejeune
20. Fifty-first Marine Defense Battalion
21. Barrage Balloon Activities, Camp Lejeune
22. Officer in Charge of Casual Draft 2195 [moving from Camp Peary, Magruder (Williamsburg), Va.]
New Bern
1. Navy Recruiting Sub Station
2. New Bern Field Office
3. Naval Intelligence Field Office
4. Navy Technical Inspector

Oak Grove
1. Marine Corps Auxiliary Air Facility

Ocracoke
1. Section Base
2. Officer in Charge, Loop Control Station
3. Inshore Patrol
4. Amphibious Training Base

Poyner's Hill
1. Radio Direction Finder Station
2. Naval Supplementary Radio Station, Poplar Branch

Raleigh
1. Naval Adviser, Field Office of Division of Contract Distribution, War Production Board
2. Navy Recruiting Station
3. Office of State Director of Selective Service, State of North Carolina
4. Naval Training School (Diesel Engineering), North Carolina State College
5. OinC, U.S. Marine Corps, District Headquarters Induction and Recruiting Station
6. Armed Forces Induction Station

Southport
1. Section Commander, Southport Area Inshore Patrol

Weeksville
1. U.S. Naval Air Station (Lighter-Than-Air)
2. Airship Headquarters Squadron Detachment 14, Naval Air Station

Wilmington
1. Army Information Center
2. Captain of the Port
3. Assistant to Industrial Manager
4. Zone Intelligence Office
5. Office of the Port Director

6. Naval Air Station

7. Resident Officer in Charge of Construction, Bureau of Yards and Docks, Contract NOy-60158

8. Officer in Charge of Construction, Contract NOy-6095, Concrete Floating Drydocks


**Winston**

1. Officer in Charge of “Civil Works” Contracts NOy-(F)-3, NOrd-(F)-1179, and NOrd-(F)-1179, National Carbon Co.

**Winston-Salem**

1. Navy Cost Inspector, Allied Aviation Corp. Plant

2. Resident Inspector of Naval Material, National Carbon Co.

3. Navy V-12 Unit, Bowman Gray School of Medicine of Wake Forest College

Lesson Plan: North Carolina Women and World War II
by Doug Griffith, social studies teacher, grades 6–8, at American Renaissance Middle School in Statesville

Grades: 8–12

Overview: World War II had a major impact on American women's roles in the military, workforce, home, and community. In this lesson your students will explore how the war altered the lives of some women in North Carolina.

Procedure: 1. Ask the class to brainstorm some ways that times have changed for women over the past fifty to one hundred years. Students may share answers with neighbors at their desk groupings, then share as a class. Afterward, explain that today you will be investigating ways that World War II changed the lives of North Carolina women—changes that are very visible in our society today. (Alternate question: What do you think American women did during World War II?)

2. Have students read the spring 2008 Tar Heel Junior Historian article “Women Step Up to Serve,” by Hermann J. Trojanowski.

3. Have each student or pairs of students access the Web site of the Women Veterans Historical Collection at www.wvhp.org or http://library.uncg.edu/depts/archives/veterans/portal.html to explore and to use at least two different oral histories to fill out the chart on the Activity Sheet (page 16). Providing an example for the class would be highly advisable. The chart, or an extended version of it, could be put on the board or SmartBoard. Selected students would be invited to fill out a line at the end of the segment.

4. As part of the review or wrapup, ask: What wartime changes in American women's lives do we still see the results of today? There will be a variety of responses, including the increased number of women in the workplace.

Extension Activities:
1. Have students fold a sheet of landscape-oriented typing paper in half. Ask them to draw “before” and “after” the war pictures of the same woman, based on one of the online interviews or on the THJH article.

2. Alternatively, students could be grouped and assigned to act
out part of an oral history interview through a short (two- to four-minute) skit. The skit should clearly teach the class how the woman’s life was changed by the war. All group members must act and speak.
Activity Sheet: North Carolina Women and World War II

<table>
<thead>
<tr>
<th>Significant ways that WWII changed women’s lives</th>
<th>Quote from an interview that proves your point</th>
<th>Name of woman interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan: Dear Mom and Dad . . .

Grades: 4–12

Overview: Today soldiers on active duty can e-mail family and friends, or call them on satellite phones. Digital videos and photos can be sent over the Internet, allowing members of the armed forces and their loved ones to stay in touch. But during World War II, the only way servicemen and -women stationed overseas could communicate with people stateside was by sending letters through the mail. Students will learn what those letters might have contained and why they were important.

Procedure: 1. Have students read the spring 2008 Tar Heel Junior Historian article “From Hep Cats to Full Birds: Slang of the 1940s,” by Michelle L. Carr. Share with students the information about V-mail on page 18 of this supplement, as well as the list of military terms and expressions that follows it.

2. Distribute copies of the blank V-mail letter (pages 22–23) to the class. The students will write letters as if they are soldiers writing their wives, children, parents, siblings, or friends during wartime. They should already have some idea of the physical and psychological hardships that American servicemen faced overseas, from readings in their textbook, Tar Heel Junior Historian, or other sources.

3. Remind the students that, like the soldiers in World War II, they may not mention troop numbers or movements, unit names, locations, names of fellow soldiers, or other sensitive information in their letters. But their descriptions of general events should be historically accurate; for example, a soldier writing from the Battle of the Bulge (December 16, 1944, to January 25, 1945) would talk about winter rather than summer.

4. Students will read their letters to the class and discuss how and why they came to their conclusions about the war and those involved in it.

Extension Activity:
Students will read a book about any conflict (Civil War, Vietnam War, and so forth) that includes letters to or from members of the United States military and their families. The students may either write evaluations of their book or make reports to the class connecting the book to their study of World War II.
V-Mail

During World War II, corresponding with family and friends in the military wasn’t as easy as making a telephone call or sending an e-mail. Letters and postcards were the primary means of communication. Because of the huge volume of mail going through the postal system, Americans were encouraged to use V-mail, special letter sheets that were photographed and then condensed on microfilm. Planes delivered the microfilmed letters to mail stations around the world. After the film was developed, reduced facsimiles of the letters were reproduced and delivered to recipients.

V-mail’s advantages included size, time, and safety. V-mail weighed 98 percent less than standard mail and saved space on cargo planes. About 1,700 letters on film could fit into a single cigarette packet. Because V-mail could be transported by air instead of ship, the delivery time was cut from six weeks to twelve days or less. Transport by air also lessened the chance of letters falling into enemy hands. Men and women in the armed forces looked forward to news from home. V-mail made more frequent communication possible.
A SAMPLE OF AMERICAN MILITARY TERMS AND EXPRESSIONS THAT ORIGINATED IN WORLD WAR II*

ARMORED FRIGIDAIRE—Taken from the name of a commercial refrigerator manufacturer, the name implies the conditions suffered by a tank crew sitting in freezing weather without the heat provided by the engine running to save needed gas. “I thought I would freeze to death last night in that ARMORED FRIGIDAIRE.”

AWOL BAG—A small handbag large enough to carry a few personal items such as a shaving kit and a change of underwear, clothing, and socks—the basic needs for a soldier going Absent Without Leave (AWOL). Soldiers going on weekend leave commonly put all of their needed items for a couple of days in their AWOL bag. “Private Belton placed a few needed items in his AWOL BAG and picked up his weekend pass.”

BASIC—The initial basic combat training received by a new recruit. “I completed my BASIC at Fort Jackson, South Carolina.”

BATTLE FATIGUE—A severe physically and emotionally debilitating reaction to the stress of combat. Commonly referred to as “shell shock” in World War I. “The third platoon was not at full strength due to several cases of BATTLE FATIGUE.”

BAZOOKA—A shoulder-fired antitank rocket launcher named after a musical instrument invented by radio comedian Bob Burns during the late 1930s. “He used his BAZOOKA to knock out the German tank crossing the bridge.”

BEDPAN COMMANDO—A derogatory term for a medical corpsman working in the safety of a rear area hospital. “A BEDPAN COMMANDO finally showed up to give me a morphine shot for the pain.”

BLISTER FOOT—An infantryman. “That BLISTER FOOT complained his squad had marched twenty miles before stopping for the day.”

BOUNCING BETTY—A German land mine, which when tripped pops up to waist level before exploding. “A BOUNCING BETTY exploded and took off his right leg.”

BUTT CAN—A large tin can used as a receptacle for cigarette butts in a military building. “He placed his cigarette in the BUTT CAN as he entered the barracks.”

CHAIRBORNE COMMANDO—Office personnel such as a clerk or typist. “I had to see a CHAIRBORNE COMMANDO to get a copy of my medical records.”

CIB—Nickname for the Combat Infantry Man’s Badge given to soldiers for ground combat. “He wore that CIB proudly on his chest when he returned home.”

D–BAR—An emergency high-energy chocolate bar that soldiers ate in the field when regular rations weren’t available. “We were each given a D–BAR to eat until we got back to our lines.”

DEAR JOHN LETTER—The letter from the girl back home saying she had found someone else and wouldn’t be there when the soldier returned. “Henderson sulked for weeks after he got that DEAR JOHN LETTER.”

DZ—A drop zone where troops and supplies are brought in by parachute. “He hit the DZ too hard when he landed and broke his ankle.”

FEATHER MERCHANT—A soldier promoted far beyond his mental capabilities. “That new FEATHER MERCHANT in the supply room doesn’t know which form to use.”

FLUB THE DUB—To foul up or make a mess of one’s assignment. “I did a real FLUB THE DUB trying to drill the new recruits today.”

GENERAL’S CAR—An army wheelbarrow. “Okay, who wants to push the GENERAL’S CAR today?”

GI GUNBOATS—Black military service shoes. “Those new GI GUNBOATS gave him blisters.”

GOONY BIRD—The C-47 transport plane, highly prized for its ruggedness and reliability. “That GOONY BIRD just brought in our supplies and the mail.”

GORGEOUS GEORGIE—A contemptuous term for the flamboyant General George S. Patton. “Did you see GORGEOUS GEORGIE with his pearl handle revolvers?”

GREASE GUN—The nickname for the US M3 and M3A1 submachine gun that resembled an auto mechanic’s grease gun. “I fired a quick burst from my GREASE GUN into the woods.”

HIGH BALL—A salute given by a soldier with flair and vigor. “I gave the captain the best HIGH BALL I could give.”

IKE JACKET—A snug waist-length military jacket. “I had to sew the new unit patch on my IKE JACKET before I could go on leave.”

JACKSON—A form of address among enlisted soldiers when names are not known. “Hey, JACKSON! How about moving that jeep out of the way.”

JODY OR JODIE—A mythical civilian male who avoids military service and often gets a soldier’s girlfriend. “I went home on leave and found my girlfriend with some JODY.”

K–BAR—A large marine utility knife named after the company that manufactured it. “He used his K–BAR knife to clear a path through the jungle.”

LITTLE FRIEND—Name given to the P-51 Mustang fighter by bomber crews who enjoyed the protection service of these long-range Mustangs on bombing runs. “That Nazi pilot stayed away from our plane because of our LITTLE FRIEND.”

LUGER HEAD—A derogatory term for a German civilian. Taken from the name of a German pistol. “That LUGER HEAD wanted me to give him a cigarette.”

MILK RUN—An easy bombing run without opposition from enemy planes or anti-aircraft fire. “We were really lucky with that MILK RUN over Berlin last week.”

OUTSIDE MAN—A soldier with KP (kitchen police) duty outside a mess hall. “Have that OUTSIDE MAN wash out those garbage cans.”

P-38—A small military can opener than can be carried on a key ring or dog tag chain. Generally considered one of the best military inventions ever. “He got out his P-38 to open the can of C-rations.”

RETREAD—A soldier who has retired or been discharged but then called back to active duty. “We’ve got one poor soldier in our unit who is a RETREAD.”
RONSON—Nickname for the M4 Sherman tank that had a tendency to catch on fire when hit by artillery due to its use of gasoline instead of diesel fuel. Ronson comes from the brand name of a popular cigarette lighter. “That RONSON caught on fire as soon as it was hit by German artillery.”

RUPTURED DUCK—An eagle lapel pin worn to show an honorable discharge from active military service. “My father still has the RUPTURED DUCK that he received when he was discharged from the army.”

STEEL POT—The metal helmet worn by an American soldier. “The bullet bounced off his STEEL POT and left him with a terrific headache.”

STRAIGHT LEG—A paratrooper’s derisive term for a nonairborne soldier, since paratroopers bend their legs before hitting the ground. “Last night a STRAIGHT LEG tried to break in front of me in the chow line.”

SUMMER SOLDIER—A derisive term used by a regular army soldier for a national guardsman, since the latter usually only sees brief active service during annual summer camps. “I stopped that SUMMER SOLDIER to ask him where he was going.”

TOWED-TARGET-INFANTRY—The paratrooper term for glider infantrymen, since they traveled in slow, bulky gliders that made easy targets. “I’m sure glad I’m not part of the TOWED-TARGET-INFANTRY.”

YARDBIRD—A fresh recruit. “Get that YARDBIRD over here to clean up this mess.”

Tar Heel Junior Historian Association, North Carolina Museum of History

22

V-Mail service provides a most rapid means of communication. It is addressed to a

MAIL

FROM:

TO:

INSTRUCTIONS

(1) Write the entire message plainly on the other side within margin here.

(2) Print the name and address in the two spaces provided. Address of members
attached and any post office in care of the appropriate postmaster or
appointed and any post office in care of the appropriate postmaster or
address. Including name of rank, serial number, unit to which assigned or
members of the Armed Forces should show full name, complete military or naval

V-Mail service must not be placed in this envelope.

Letters may be sent free of postage by members of the Armed Forces.

Envelopes must not be folded in this envelope.

Fold, seal, and deposit in any post office letter drop or street letter box.

Appropriate fees post office.

When sent by other postages must be prepaid at domestic rates. (25 cents)

When sent by other postages must be prepaid at domestic rates. (25 cents)

When sent by other postages must be prepaid at domestic rates. (25 cents)

When sent by other postages must be prepaid at domestic rates. (25 cents)
Activity: Sea Battle

Grade: 4

Overview: During World War II, naval power was very important. To prepare for this activity and put it in context, you may want to have students read the spring 2008 *Tar Heel Junior Historian* articles “Wilmington Helps Weld an Allied Victory,” by Ralph Scott, and “When World War II Was Fought off North Carolina’s Beaches,” by Kevin P. Duffus, or ask them to research and discuss the history of the USS *North Carolina*.

Procedure:
1. Each player needs a Sea Battle sheet (page 25 of this supplement) and a pencil.

2. Each player has five ships: two aircraft carriers (each ship takes up four squares), a battleship (three squares), and two cruisers (two squares). Each player should place these ships on his or her Defense Grid by shading in the correct number of squares vertically, horizontally, or diagonally.

3. The goal is to sink all of the opponent’s ships (playing in pairs). Each player takes turns calling out ten shots (“B-12,” “D-1,” and so forth). The opponent calls out “it’s a hit” or “it’s a miss” when the shot hits or misses their ships. A ship sinks when all of its squares have been hit.

4. Each player must keep track of the shots that he or she has fired on the Attack Grid and the ones fired at them on the Defense Grid, with an X for hits and an O for misses.

5. Losing a ship costs a player two shots in the next round. For example, if a player loses one ship, on his or her next turn, that player can fire only eight shots.
### Activity Sheet: SEA BATTLE

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Activity: Victory Brownies

Grades: 4–12

Overview: World War II was a war of resources and production, and the United States outproduced the nations it fought. A large industrial base, maximum use of resources, and the willingness of citizens to make personal sacrifices were all essential to America’s war effort. North Carolinians demonstrated their financial support by purchasing war bonds. At home they learned to conserve and salvage. With food items in short supply, families and communities grew Victory gardens. North Carolina was largely rural in the 1940s, and many people raised animals such as chickens, cows, and hogs for food.

Procedure: 1. Have students read at least one of the following spring 2008 Tar Heel Junior Historian articles: “Introduction: World War II Touched Lives in Every Community,” by Dr. Annette Ayers; “A Quick Look at Home Front Shortages”; “V Is for Victory Garden”; “Plan a Menu with Rationing”; or “Help from the Home Front: Women’s Clubs Contribute to the Cause,” by Jennifer Biser.

2. Give students or groups of students a copy of Bargain Brownies from the World War II–era Victory cookbook What Do We Eat Now? and Fudge Brownies from a postwar edition of Better Homes and Gardens Cookbook (page 27 of this supplement). Compare ingredients. How did rationing affect the recipes? Which ingredients are similar? Which ingredients are different?

3. Make both recipes and taste them. Which do you prefer and why?

Extension Activity:
Change other modern recipes to create similar “Victory” recipes. Substitute for some of the ingredients that you know were rationed during World War II.
Fudge Brownies
Rich, chewy brownies, great with milk
(recipe from post–World War II women’s magazine)

½ cup butter or margarine
1 cup granulated sugar
1 teaspoon vanilla
2 eggs
2 1-ounce squares unsweetened chocolate, melted and cooled
½ cup sifted all-purpose flour
½ cup chopped walnuts


Bargain Brownies
(recipe from World War II cookbook)

1 cup chopped peanuts
1 cup flour
1 teaspoon baking powder
Few grains salt
1/2 cup cocoa
1/3 cup melted fat
1/3 cup dark corn syrup
1 egg

A shallow eight-inch pan is needed. Grease, line with waxed paper. Grease paper. Bake in a moderate oven, 350 degrees Fahrenheit.

Sift flour, measure, and sift with baking powder, salt, and cocoa. Blend fat and corn syrup. Stir in a well-beaten egg. Add dry ingredients gradually, stirring them in as added. Add peanuts. Turn into prepared pan and bake about 15 minutes. These brownies are not sweet, as we are accustomed to having them. They may be spread with cream chocolate frosting if desired.
Education Resources for
World War II and North Carolina

Web Sites Directly Related to North Carolina

Battleship *North Carolina*: www.battleshipnc.com
In addition to material about the battleship itself, this Web site features material created by a Teacher Advisory Committee that includes lesson plans and activities. These teaching resources covering grades K–12 include language arts, math, social studies, and science. All the materials needed for the lessons, including oral histories, are on the Web site, which also contains a field trip guide and list of other field trip destinations in the Wilmington area.

Camp Davis/Burgaw/Fort Fisher: www.skylighters.org/places/campdavis.html
This page, part of the 225th AAA Searchlight Battalion Veterans Association’s Web site, contains a history of Camp Davis, an army anti-aircraft artillery training center in Holly Ridge, and related military training facilities at Fort Fisher and Burgaw. It includes slide shows of period postcards, photos, and pamphlets from the facilities and surrounding communities.

Camp Lejeune’s official Web site offers a history of the base. The site also includes current news and activities, as well as information for soldiers new to the base; this information may be used to compare base life and military activities today with what soldiers experienced during World War II.

“The Home Front: Charlotte-Mecklenburg 1941–1946”:
www.cmstory.org/homefront/main.htm
As part of its *The Charlotte-Mecklenburg Story* (March 2003), the Public Library of Charlotte and Mecklenburg County offers this excellent look at life during World War II, which can be extrapolated to other large North Carolina cities. The site uses short essays, oral histories, maps, and photos to tell its stories. It is divided into three sections: People, Places, and Winds of Change (contributions that Mecklenburg County citizens made to the war effort).

*Memphis Belle* Memorial Association: www.memphisbelle.com
The association is a nonprofit dedicated to honoring this World War II plane (the story of which inspired a movie), its crew, and the efforts of all who served in the war, especially in the air force. The site’s features include photos and veterans’ accounts. The late Robert K. Morgan, who piloted the *Memphis Belle*, was a native of Asheville.

Montford Point Marines: www.montfordpointmarines.com
The Montford Point Marine Association is a nonprofit organization established by the veterans of the Montford Point—the first African American marines, who entered service at the Montford Point segregated training facility that was part of
the larger Camp Lejeune complex. The Web site includes information on the history of Montford Point and the museum there. More information is also available as part of an online exhibit at http://library.uncw.edu/web/montford.

The museum’s Web site includes information on current exhibits (many related to World War II), a time line of history highlights, and other features such as the Fun Zone for kids. The Fun Zone includes time lines and history links, plus information for parents and teachers, such as bibliographies and lesson plans. In terms of artifacts, an online version of Robert Neal “Bobby” Garrison’s military service scrapbook (including much from World War II) is available at www.ncmuseumofhistory.org/scrapbook/index.html.

North Carolina Museum of History’s Education Resources: http://nchistoryresources.org/
This page includes a searchable database of articles on history topics (from past issues of Tar Heel Junior Historian, as well as other museum sources), and notebooks, kits, videos, virtual field trips, professional development opportunities, and other resources for educators. There are World War II–related offerings in most of these categories.

North Carolina’s World War II Experience: www.unctv.org/WWII/project/index.html
UNC-TV created this site (which is still in development) in conjunction with its showing in autumn 2007 of The War: A Ken Burns Film. It includes veterans’ stories, listings of events and related resources, facts, and more. Content also includes teacher resources tied to public television programs like the six-part series Auschwitz: Inside the Nazi State.

The Preddy Memorial Foundation: www.preddy-foundation.org
This site is dedicated to the memory of Greensboro native Major George E. Preddy Jr.—one of the top American aces of all time—as well as his brother Lieutenant William R. Preddy, and other top pilots of World War II. (Both Preddys were killed in action while flying P-51 Mustang fighters.) It includes biographical information, squadron and group histories, lots of photographs, and a video.

“The Triple Nickles”: www.triplenickle.com
In telling the story of the little-known 555th Parachute Infantry Battalion, this site reveals larger lessons. The “Triple Nickels” was the country’s first African American parachute infantry battalion. The site highlights this unique battalion and reflects on the discrimination African Americans faced in the military during World War II.

The Women Veterans Historical Project: www.wvhp.org
The Women Veterans Historical Project, which began at the University of North Carolina at Greensboro in 1998, presents part of its collection on this site. Though the collection is national in focus, UNC-G alumni donated much of the material, giving the collection strong North Carolina ties. The collection includes posters, photographs, oral histories, diaries, artifacts, and more, highlighting the service of women in all military branches during World War II.
**World War II: Through the Eyes of the Cape Fear:** [http://capefearww2.uncwil.edu](http://capefearww2.uncwil.edu)

This Web site presents primary sources from the William M. Randall Library at the University of North Carolina at Wilmington and the Cape Fear Museum. Included are transcripts of the oral histories (some with audio and video files) of soldiers and civilians, home front and battlefield maps, paintings by a soldier from Wilmington, and artifacts from daily life in the military and at home.

**General Web Sites**

**Cold War Museum:** [www.coldwar.org](http://www.coldwar.org)

This site offers time lines, online exhibits, a trivia game, and other material related to the years following World War II. A traveling museum was created several years ago as part of an effort to create a permanent museum facility.

**The Legacy Project: War Letters:** [www.warletters.com](http://www.warletters.com)

The mission of this companion site to *War Letters*, a 2001 book by Andrew Carroll, is to preserve the wartime correspondence of active duty personnel. *War Letters* includes about two hundred previously unpublished letters from periods that include World War II, and Carroll has since published three more books of letters. The Web site includes tips for preserving letters, plus activities and tips for families wishing to preserve their own history. Some sections of the Reading Group Guide could be adapted for classroom activities.

**National Archives, “Teaching with Documents”:**

This site features lesson plans based on documents in the collection of the National Archives. The World War II portion includes material on Pearl Harbor, D day, posters, and other topics. Useful printable worksheets are available to help students analyze photographs, artifacts, cartoons, written documents, posters, and other primary source materials.

**National World War II Memorial:** [www.nps.gov/nwwm](http://www.nps.gov/nwwm)

The National Park Service offers a variety of information about the National World War II Memorial in Washington, D.C., and visiting it.

**Tuskegee Airmen Inc.:** [www.tuskegeeairmen.org](http://www.tuskegeeairmen.org)

This is the official site of the nonprofit organization that honors the accomplishments of the nation’s first African American military airmen. It includes historical information, photos, and listings of and links to resources.

**War Eagles Air Museum:** [www.war-eagles-air-museum.com](http://www.war-eagles-air-museum.com)

This museum in Santa Teresa, New Mexico, is dedicated to collecting, restoring, and displaying historic aircraft of the World War II and Korean War eras. It pays tribute to military aviation and its role in American history and freedom. The site includes games, information about a variety of aircraft, and more.
WASP on the Web: www.wasp-wwii.org
This site offers a wealth of information about the service of the Women Airforce Service Pilots during World War II, including photographs, statistics, and sound bites from dozens of interviews of women who served.

World War II Living Memorial: www.seniornet.org/ww2/
This site is dedicated to preserving the recollections of World War II veterans, images, and related material.

World War II Poster Collection:
http://digital.library.unt.edu/browse/collection/wwpc/
The University of North Texas Libraries has digitized hundreds of World War II posters and information about them on this site.

Field Trip Ideas
In most cases, check the listed Web site for information on scheduling group visits.

**Airborne and Special Operations Museum**
Location: 100 Bragg Boulevard, Fayetteville
Open: Tuesday through Saturday, 10:00 a.m.–5:00 p.m.; and Sunday, noon–5:00 p.m. (check Web site for holiday closings)
Admission: free (small charge for some features, including theater)
Phone: 910-643-2766
Web site: http://asomf.org

This museum in the United States Army system offers exhibits and programs highlighting the history, equipment, technology, legend, art, and weaponry of the army’s airborne and special operations units in World War II. The Web site presents online exhibits that lend themselves well to a virtual field trip.

**Eighty-second Airborne Division War Memorial Museum**
Location: Gela and Ardennes Streets, Fort Bragg
Open: Tuesday–Saturday, 10:00 a.m.–4:30 p.m. (check Web site for holiday closings)
Admission: free
Phone: 910-432-3443
Web site: www.bragg.army.mil/18abn/museums.htm

Learn about the role of the Eighty-second Airborne in Europe and the division’s major engagements during World War II. Artifacts on display range from airborne uniforms and planes to German war equipment.

**Fort Macon State Park**
Location: 2300 East Fort Macon Road, Atlantic Beach
Open: fort area, March through May, September and October, 8:00 a.m.–7:00 p.m.; and June through August, 8:00 a.m.–8:00 p.m. Fort itself, 9:00 a.m.–5:30 p.m. Park office, 8:00 a.m.–1:00 p.m. and 2:00–5:00 p.m. weekdays.
Admission: free
Phone: 252-726-3775
Web site: www.ils.unc.edu/parkproject/visit/foma/home
The U.S. Army manned Fort Macon during World War II. See one room of the fort restored as a barracks from this era. This state park also offers educational materials for grades 6–8 that correspond to North Carolina’s competency-based curriculum in science, social studies, mathematics, and language arts.

**General William C. Lee Airborne Museum**
Location: 209 West Devine Street, Dunn
Open: Monday–Friday, 10:00 a.m.–4:00 p.m.; Saturday, 11:00 a.m.–4:00 p.m.
Admission: fee for adults; children under 12 free
Phone: 910-892-1947
Web site: www.generalleearibornemuseum.org

Lee, a native of Dunn and “father” of the airborne, helped establish the American paratrooper program shortly before World War II. This museum in Lee’s former home contains numerous artifacts such as uniforms and weapons, as well as personal belongings. It underwent extensive renovation in 2006.

**JFK Special Warfare Museum**
Location: Ardennes and Marion Streets, Fort Bragg
Open: Tuesday–Sunday, 10:00 a.m.–4:00 p.m.
Admission: free
Phone: 910-432-1533
Web site: www.bragg.army.mil/18abn/museums.htm

See exhibits on unconventional World War II warfare groups such as Darby’s Rangers, Merrill’s Marauders, First Special Service Force, the Office of Strategic Services, and the Alamo Scouts. The unique artifacts and meaningful interpretation make this museum worthwhile for a field trip.

**Montford Point Marine Museum**
Location: Building M101, Camp Gilbert H. Johnson, Jacksonville
Open: Tuesday and Thursday, 11:00 a.m.–2:00 p.m. and 4:00–7:00 p.m.; and Saturday, 11:00 a.m.–4:00 p.m.
Admission: free
Phone: 910-450-1340
Web site: www.montfordpointmarines.com

This museum was established to preserve the legacy of the first African American marines, who entered service at Montford Point from 1942 through 1949. It has a collection of photographs, documents, papers, and artifacts.

**North Carolina Museum of History**
Location: 5 East Edenton Street, Raleigh
Open: Monday through Saturday, 9:00 a.m.–5:00 p.m.; and Sunday, noon–5:00 p.m. (check Web site for holiday closings)
Admission: free
Phone: 919-807-7900. Call Capital Area Visitor Services at 919-807-7950 or 1-866-724-8687 to arrange a class tour.
Web site: http://ncmuseumofhistory.org

Numerous exhibits and programs align with the state social studies curriculum. Several current exhibits (spring 2008) relate directly to World War II.
**North Carolina Transportation Museum**

Location: 411 South Salisbury Avenue, Spencer  
Open: May 1 through October 31, Monday–Saturday, 9:00 a.m.–5:00 p.m.; and Sunday, 1:00–5:00 p.m. November 1 through April 30, Tuesday–Saturday, 9:00 a.m.–5:00 p.m.; and Sunday, 1:00–5:00 p.m. (November, December, March, April) and 1:00–4:00 p.m. (January and February).  
Admission: free (small charge for train rides and other features)  
Phone: 704-636-2889  
Web site: www.nctrans.org

Located on the site of what was once Southern Railway Company’s largest steam locomotive repair facility, the museum (a state historic site) includes an authentic train depot, antique cars, and a roundhouse filled with trains and exhibits. Check the Web site for exhibit and event information.

**USS North Carolina**

Location: Eagles Island, Wilmington  
Open: Memorial Day weekend through Labor Day, 8:00 a.m.–8:00 p.m. (except July 4, closes at 6:00 p.m.). Winter hours, 8:00 a.m.–5:00 p.m. (except Christmas Day, opens at noon).  
Admission: ranges from $3 to $12 individually; group rates offered  
Phone: 910-251-5797  
Web site: www.battleshipnc.com

This living memorial tells the story of the battleship and its crew in the Pacific theater during World War II. Students can explore the ship to get a firsthand feel of life for the soldiers on board. Reservations are required for school tours, which include free educational materials. The ship’s comprehensive Web site is a perfect opportunity for a virtual field trip and includes a kids’ page.

**Bibliography**

**Sources Directly Related to North Carolina**

This biography celebrates the life of Lee, the Dunn native who pioneered the American paratrooper program during World War II and brought the airborne training program to Fort Bragg. The book is richly illustrated with personal and military photos of Lee and the 101st Airborne Division (in training and in combat), as well as scanned images of newspaper articles, letters, telegrams, and dates.

This book was designed to commemorate the “courage and sacrifice of North Carolinians on the battlefield and the home front, the will of a people in a perilous time, and the ways in which the defining event of the twentieth century changed North Carolina forever.” It consists of many vignettes and an extensive collection of photographs, many of which had never been published.

Bigger, Margaret, ed. *World War II—Hometown and Home Front Heroes: Life-
The Special Collections Unit of the J. Murrey Atkins Library at the University of
North Carolina at Charlotte and the Levine Museum of the New South in
Charlotte collaborated on this collection of oral histories. Interview selections are
included from those who served in the military, trained in the Piedmont, and
helped in war efforts on the home front.

Billinger, Robert D., Jr. Nazi POWs in the Tar Heel State. Gainesville, Fla., University of
This book tells the story of more than 10,000 German prisoners of war held in
eighteen camps across North Carolina during World War II. Based on interviews,
Red Cross and military documents, camp and local newspapers, letters, and
other archival sources, Billinger chronicles the POWs’ daily lives, efforts to
“reeducate” them, and other aspects of a presence little known to the public at
the time.

Carraway, Gertrude Sprague. Camp Lejeune Leathernecks. New Bern: Owen G. Dunn
Company, 1946.
Carraway, a historian of eastern North Carolina and long-time member of the
North Carolina Historical Commission, presents a detailed history of Camp
Lejeune, a large marine base in Onslow County. The base was unique in World
War II in that it trained female marine reservists, African American marines, a
group of soldiers from the Netherlands, and military dogs. Although the book is
outdated, its discussion of each of these diverse training groups makes it an
unusual and valuable resource.

The Greensboro Historical Museum produced this booklet to accompany an
exhibit by the same name. It presents an overview of Greensboro during the
World War II era, which can be related to other larger cities in the state. The first
section describes life for male and female soldiers stationed at the base in
Greensboro. The second section discusses the home front experience. The final
section looks at how the war changed Greensboro.

Cheatham, James T. The Atlantic Turkey Shoot: U-Boats off the Outer Banks in World
This slim volume, heavily illustrated with photos and maps, offers a history of the
devastating battles between German U-boats and Allied ships fought off the
coast. It adds a personal viewpoint through the reminiscences of civilians who
witnessed the battles and soldiers who lived through them.

Dew, Stephen Herman. The Queen City at War: Charlotte, North Carolina, during World
Dew adapted his 1997 Ph.D. dissertation into this readable look at Charlotte
during wartime, which can be correlated to other urban areas in the state. Lightly
illustrated, the book gives a detailed view, including deep discussions of state
and city politics and life on the home front. Its many chapters focus on such
Duvall, John S. *North Carolina during World War II on Home Front and Battle Front, 1941–1945*. Fayetteville: World War II Fiftieth Anniversary Commemorative Committee of the Airborne and Special Operations Museum Foundation, 1996. Duvall, director of the Airborne and Special Operations Museum in Fayetteville, provides this succinct overview of North Carolina’s role in the war and the war as a whole. It is heavily illustrated with period photos and artifacts and includes outlines of valuable facts.

*Five Years of North Carolina Shipbuilding*. Wilmington: North Carolina Shipbuilding Company, 1946. Shipbuilding became a major wartime industry in North Carolina in 1941. This short book offers a look into how shipbuilding affected the state’s citizens and cities. It is heavily illustrated with photos of the military ships built in Wilmington, employees—male and female—at work and at play, wartime fundraising campaigns, and ship construction. Though the book is older, the discussion of wartime industries’ effect on communities and excellent photos make this a valuable source of background information.

Lemmon, Sarah McCulloh. *North Carolina’s Role in World War II*. Raleigh: State Department of Archives and History, 1964. Though dated in its discussion of minorities, this concise resource is the classic work on North Carolina’s contributions to the war effort. Illustrated with period photos and artifacts, the book covers wartime industries, military camps, daily life on the home front, soldiers native to the state, and sea battles fought off the Outer Banks. In addition to covering World War II as it relates to North Carolina, it provides a good general overview of the war.


This two-volume work presents World War II–related items from the Beaufort News from December 11, 1941, through December 30, 1943, including, as was common in smaller newspapers, letters home from soldiers. The book looks at how people in a typical small North Carolina town viewed and dealt with the war. It includes an index and a few photos of soldiers mentioned in the articles. It lends itself well to classroom application of primary sources.

Naisawald, L. VanLoan. In Some Foreign Field: Four British Graves and Submarine Warfare on the North Carolina Outer Banks. Raleigh: Division of Archives and History, North Carolina Department of Cultural Resources, 1997. Naisawald starts with an overview of the war as it was fought off the coast of the Outer Banks, then details the story of the HMS Bedfordshire, a British antisubmarine trawler sunk by a U-boat off Cape Lookout in 1942. He discusses the fate of the lost crewmen.

Noah, Joe, and Samuel L. Sox Jr. George Preddy: Top Mustang Ace. Osceola, Wis.: Motorbooks International, 1991. This biography discusses the personal and military life of Preddy, a Greensboro native who became one of the top aviators of World World II. Though the authors are not historians, the book is carefully researched using a wide variety of primary and secondary sources; it is also highly readable and richly illustrated with personal and military photos.

Ramsey, Cindy Horrell. Boys of the Battleship North Carolina. Winston-Salem: John F. Blair, Publisher, 2007. Ramsey bases this book on extensive oral history interviews of some of the seven thousand crew members who manned the USS North Carolina—a massive vessel, first in a new class of battleships—during its six years in service. The North Carolina was one of the most decorated American battleships of World War II, and a massive grassroots campaign led to its being preserved as a war memorial and historic site, instead of being scrapped in the 1960s.


Scott, Ralph Lee. The Wilmington Shipyard: Welding a Fleet for Victory in World War II. Charleston, S.C.: The History Press, 2007. This book tells the story of the North Carolina Shipbuilding Company, which was short-lived (and faced some controversy) but became a crucial wartime industry in Wilmington. The shipyard built 243 ships for the war effort. Scott’s book examines the shipyard’s operations and impact on the surrounding area, as it tried to pull out of the lingering effects of the Great Depression.

Southeastern North Carolina in World War II. Wilmington: Wilmington Star-News, 1992. This booklet contains a series of articles published in the Wilmington Star-News during December 1991 to mark the fiftieth anniversary of the entry of the United
States into World War II. The heavily illustrated articles cover subjects including local soldiers’ experiences, shipbuilding in Wilmington and other area war industries, rationing, offshore threats, fashion, the African American military experience, and the general effect of the war on the region.


Stallman pays tribute to the WASP (Women Airforce Service Pilots), who became the first women in American history to fly military aircraft, tracing the history of the largely unknown program through journals and letters and other materials. At Camp Davis, fifty-two WASP trained to fly radar deception missions and tow aerial targets for anti-aircraft gunnery training. These WASP also helped train male pilots to fly remote-controlled drone planes, a secret program.


Library staff and volunteers in Rural Hall recorded these oral history interviews with fifty-five World War II veterans. Although women and minorities are underrepresented, those veterans who were interviewed had a wide range of experiences in all branches of the military and took up many types of duty. Most of the interviews are extensive and convey well the veterans’ emotions and experiences. The book provides opportunities for classroom application of oral histories.


Tyndall provides a thorough look at the now closed military training base in Holly Ridge, from the massive construction effort that took less than six months to the series of firing ranges located around the area. Camp Davis was one of the U.S. Army’s seven anti-aircraft artillery training centers. There is an accompanying Web site at www.greetingsfromcampdavis.com.

**General Sources**


Adams looks at the American popular memory of World War II as the last “good” war and challenges some of those assumptions. He argues that the war, while “positive” in some ways, created problems that continue to plague the modern world. The book particularly may be helpful for planning discussions with older students.


This 500-page encyclopedia, translated from the French, includes a time line, bibliography, and commentary on the immediate and long-range consequences of the war. It is lightly illustrated and out-of-date, but it offers a European perspective on the war, which may be helpful for some lessons.
This book features more than twenty-five hands-on projects appropriate for students, ranging from making secret boiled-egg messages to putting together soldier care packages. Brief historical facts, biographical sketches, trivia items, and more are interspersed with the activities, which generally require simple materials and minimal adult assistance.

Boatner, a military historian and writer, has compiled concise biographies of over one thousand people influential in World War II. The dictionary includes an extensive glossary and bibliography, making it a useful general reference resource.

This comprehensive, authoritative work includes a 1,300-page encyclopedia of World War II terms, as well as a chronology, numerous black-and-white and color maps, and many period photos. Plenty of tables help clarify statistics ranging from U.S. economic indicators during the war years to casualty figures from many countries.

Part of the publisher’s Pocket References series, this compact dictionary offers the same types of content as World War II encyclopedias but in shorter, less detailed entries. It makes a valuable, quick-reference resource.

This book for students includes both a broad overview of the war and letters written by participants. The games and activities help young people understand the effects of the war on both home front and battlefield. Activities vary in difficulty, but many would work well as a supplement to classroom learning.

Pimlott, a historian and professor from Great Britain, chronicles the war’s progression using color maps showing military movement. A brief essay accompanies each map; charts, black-and-white photos, and inset maps also illustrate the text. A detailed index and thorough map key help make this a source useful for preparing geography lessons.

This comprehensive, 900-page encyclopedia includes an extensive chronology and black-and-white photos and maps. The work is unique in that its authors, both noted military historians, wrote it with an American perspective; it thus covers such topics as the home front, segregation, and women in the military in more depth than more general encyclopedias.
Nontextual Materials (Films and Videos)

This three-hour, two-part video looks at the war fought off the coast and how it affected the lives of those who witnessed it. War footage, oral histories, narration, radio broadcast segments, and period photos combine to provide comprehensive background material. This video is appropriate viewing for students in grades 8 and up.

Though dated and somewhat propagandistic, this 29-minute video offers a thorough history of the USS North Carolina, including excellent battle footage, reenactments, and personal reminiscences. The video would complement a field trip to the battleship well or could be used in place of a visit.

This 15-minute documentary film tells the story of the Holocaust through first-person accounts by concentration camp survivors and American servicemen in North Carolina, radio broadcast segments, and film clips from Nazi war trials. Best suited for older students, the video provides valuable background information for teachers of all grade levels. It can also be used to teach about primary sources. Available for loan from the North Carolina Museum of History.

Though it uses mainly static images, the varied content and wealth of images make this 33-minute documentary a valuable classroom resource for both background information and presentation to students. With period music in the background, this video covers home front topics such as rationing, propaganda, recreation, the African American experience, and the changing roles of women. It also looks at life on North Carolina military bases. Available for loan through the North Carolina Museum of History.