

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



Distance Learning on Demand Program Materials

Educator Information

Thanks for watching one of our Distance Learning videos! With this program, students work together to make connections between the past and the present with hands-on activities. Everything you need is in this package and in the video. The program usually takes an hour to complete.

Before you begin the video, here's what you need to do:

1. Divide the class into five groups.
2. Print the materials needed and distribute when instructed to do so during the video.

Materials Needed	Copies Needed
Group 1 Materials	1 group quiz sheet, 1 Think It Out worksheet, 1 bio (Preddy), 1 artifact information sheet (Blue Star), 1 replica artifact image
Group 2 Materials	1 group quiz sheet, 1 Think It Out worksheet, 2 bios (Beth & Sherry Puckett), 2 artifact information sheets (Ration Books & Plane Spotter Cards), 2 replica artifact images
Group 3 Materials	1 group quiz sheet, 1 Think It Out worksheet, 2 bios (Veasey & Whitlow), 1 artifact information sheet (Vmail), 1 replica artifact image
Group 4 Materials	1 group quiz sheet, 1 Think It Out worksheet, 1 bio (Oxendine), 1 artifact information sheet (K Rations), 1 replica artifact image
Group 5 Materials	1 group quiz sheet, 1 Think It Out worksheet, 1 bio (Haywood), 1 artifact information sheet (USO Poster), 1 replica artifact image

3. Ready? Start the video but be prepared to pause it when the Museum Instructor prompts you to do so. **Please do not pass out materials until prompted to do so during the video.**

During the video:

1. Monitor group activity and assist students who are having difficulty.
2. Keep students on topic and help them follow directions.

After the video:

1. Please take a moment to fill out the enclosed evaluation form or use the online evaluation at ncmuseumofhistory.org/learn.
2. Check the museum website for additional resources.

Thank you for helping us make this program a meaningful learning experience for your students.

Group Quiz Sheet

1. **How many major military installations were in North Carolina at the beginning of World War II? How many were there at the end of the war?**

Beginning:

End:

2. **How many soldiers were posted to Fort Bragg at the beginning of World War II? How many were posted there during the war?**

Beginning:

During:

3. **What kinds of buildings were needed on the bases?**

4. **Just for fun, name one of the top movies, according to box office receipts, in the 1940s.**

Group 1, George Preddy, Page A



George Preddy and his plane, Cripes A'Mighty 3rd. Photo courtesy Greensboro Historical Museum.

George E. Preddy Jr., Ace Pilot

George Preddy was born in Greensboro in 1919. After high school, Preddy learned to fly and spent two years barnstorming the state. He enlisted in the National Guard in 1940 and later received a pilot's license and joined the U.S. Army Air Corps. Promoted to captain, he was sent to England.

Preddy flew his first mission against the German air force, or Luftwaffe, in September 1943. During the next 17 months, he achieved 27 aerial and 5 ground victories, making him the highest-ranking ace in the eastern theater of operations at the time. On August 5, 1944, Preddy shot down six enemy planes in one day, for which he received the Distinguished Service Cross.

On Christmas Day 1944, Preddy's plane was shot down by friendly fire, and he was killed. His brother, William R. Preddy, was also a fighter pilot. He was killed in combat on April 17, 1945.

Group 1, Page B

*Reproduction Artifact: **Blue-Star Banner***

Since 1917 families with members serving in the armed forces during war have displayed blue-star banners in the windows of their homes.

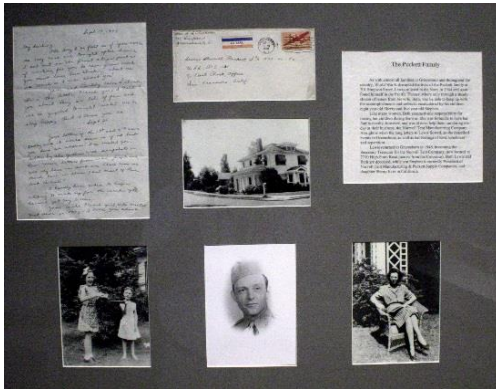
The blue-star banner was designed and patented in 1917 by World War I army captain Robert L. Queissner, who had two sons serving on the front lines. The banner quickly became the unofficial symbol for a child in the service. During World War II the Department of War issued rules for manufacturing and displaying the service flag.

The banner has one or more blue stars sewn on a white background with a red border. A blue star represents a family member serving in the armed forces. A banner can have up to five stars, signifying five members on active duty. A gold star replaces a blue star when a family member dies or is killed while serving in the armed forces.

Group 1, Reproduction Artifact Image



Group 2, Page A, Beth and Sherry Puckett on the Home Front



Beth Puckett was a housewife living with her two children, Sherry and Stevie, in Greensboro during the war. Her husband, Lewis, was serving in the U.S. Navy. The next page contains excerpts from five of Beth's letters to Lewis, an excerpt from a letter from Sherry to her father, and an excerpt from a letter from Lewis to his wife. Little is known about the Pucketts aside from the war years.

*A scrapbook page of Puckett family photos and letters.
Photo courtesy Greensboro Historical Museum.*

Beth Puckett, in letters to Lewis Puckett

June 22, 1944. "Kitty and I worked at the Red Cross this morning making gauze sponges. It's slow work at best but the old hens around us cackled a few words to the minute."

March 12, 1945. "The meat counters are very funny. Long shinny [sic] white ice boxes decorated with one very small box of wieners trying to fill up the space."

May 29, 1945. "I'm having a terrible time with shoes for us all. There are none in town in Stevie's size—rationed or otherwise! Sherry is wearing a pair of non-rationed sandals [sic] that are about gone. I don't know what I am going to do now! Shoes are like meat—there ain't any!"

June 21, 1945. "The children were walking on air tonight. Yesterday I found some hamburger and they were walking on air almost literally!"

...I can't see a Western Union boy without turning ice cold. My prayers are often wordless but I know God understands."

September 3, 1945. "Tomorrow Stevie starts to school. All along I've felt that you had to be home for that. Unless a miracle takes place you won't be. It isn't that I'm being the sentimental Mother type—it's just that one more phase of life is over. . . . One of the worst things about this war has been your missing their growth."

Sherry Puckett, September 24, 1945, to Lewis Puckett

"If someone offered me a million dollars and a bicycle, I'd say just give me Daddy."

Lewis Puckett, East Indies, August 18, 1944, to Beth Puckett

"It's for you and our home that I am here. I don't want you to ever see much less experience the brutality of the invaded countries. There are stories here that aren't pretty."

Group 2, Page B, Reproduction Artifacts

Reproduction Artifact: Ration Book

A major problem faced by all Americans was wartime shortages of groceries and consumer goods. 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.

A rationing system dealt with shortages. This method evenly distributed certain goods, giving all citizens an opportunity to purchase set amounts of the items. 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 led individuals and communities to start Victory gardens. By growing and canning their own vegetables, citizens reduced their need for commercial canned goods, which were required for servicemen overseas.

Reproduction Artifact: Plane-Spotter Cards

Aircraft-spotter, or identification, playing cards taught civilians and Civilian Defense workers on the home front how to recognize the silhouettes of both enemy and friendly planes. Children also learned to identify planes. These cards often carried the advertising logos of American companies such as Coca-Cola.

Group 2 Reproduction Artifact Images



Group 2 Reproduction Artifact Images

UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION

WAR RATION BOOK No. 3

Void if altered

Identification of person to whom issued: PRINT IN FULL

(First name) (Middle name) (Last name)

Street number or rural route _____

City or post office _____ State _____

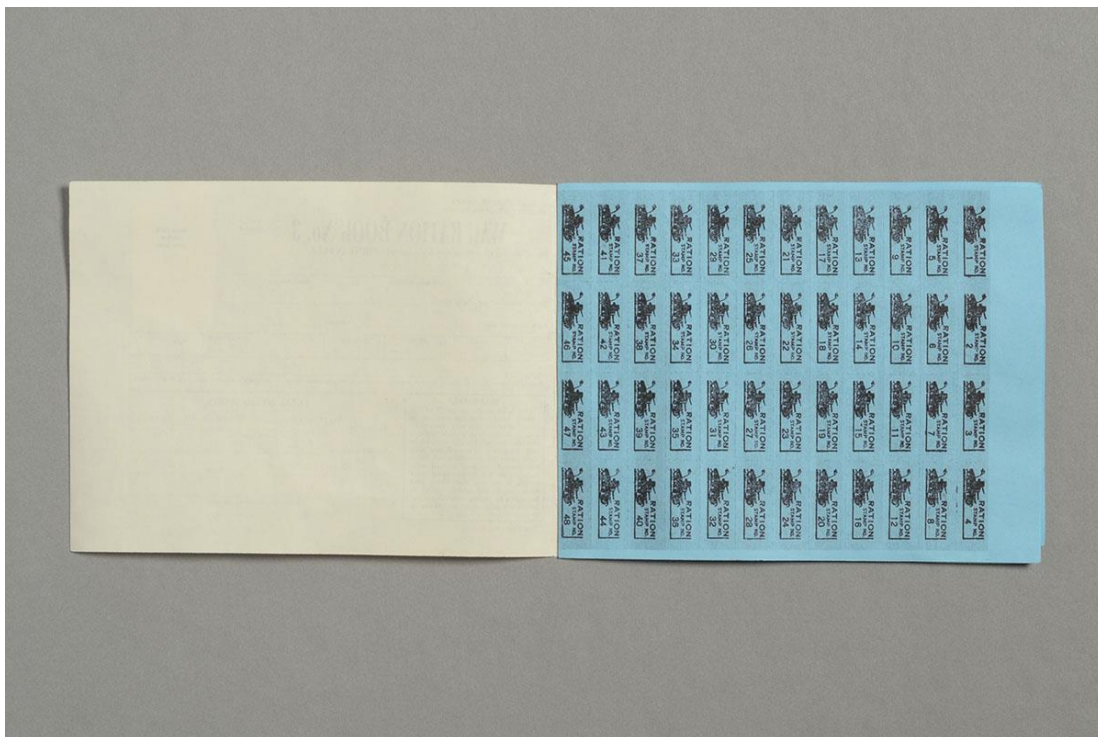

AGE	SEX	WEIGHT Lbs.	HEIGHT Ft. In.	OCCUPATION

SIGNATURE _____
(Person to whom book is issued. If such person is unable to sign because of age or incapacity, another may sign in his behalf.)

WARNING
This book is the property of the United States Government. It is unlawful to sell it to any other person, or to use it or permit anyone else to use it, except to obtain rationed goods in accordance with regulations of the Office of Price Administration. Any person who finds a lost War Ration Book must return it to the War Price and Rationing Board which issued it. Persons who violate rationing regulations are subject to \$10,000 fine or imprisonment, or both.

OPA FORM No. R-130

LOCAL BOARD ACTION
Issued by North Carolina Museum of History
(Local board number) (Date)
Street address 5 E. Edenton St.
City Raleigh State N.C.
(Signature of issuing officer)



Group 3, Page A, Millie Dunn Veasey and Evelyn B. Whitlow



Millie Dunn Veasey. Photo courtesy Millie Dunn Veasey Collection, Women Veterans Historical Collection, University Archives and Manuscripts, University of North Carolina at Greensboro.

Millie Louise Dunn Veasey, WAC Staff Sergeant

Millie Veasey grew up in Raleigh and served in the segregated African American unit of the Women's Army Corps from 1942 to 1944 as a company and supply clerk. Veasey remembers that most of the black community at the time disapproved of women joining the military, but that did not stop her.

She was a member of the 6888 Postal Battalion, the only unit of African American women in WAC to serve overseas during World War II. When her WAC unit got off the train in Scotland, some local residents had never seen black people, Veasey recalled, and said, "Look at the women in Technicolor."

While stationed in Britain, Veasey's unit helped deliver a backlog of two years' worth of mail in a matter of months. The unit worked three shifts a day, seven days a week. After the war,

Veasey graduated from Saint Augustine's College in 1953 with a BA in business education and later earned a master's degree.

Evelyn B. Whitlow, Nurse and POW



The Whitlow family of Leasburg, in Caswell County, saw six of their 12 children in military service during World War II. Evelyn B. Whitlow was the first in the family to join the military. In May 1940 she joined the Army Nurse Corps (ANC). Whitlow was serving as a nurse in the Philippines when Pearl Harbor was attacked on December 7, 1941. She was among the 81 army and navy nurses captured following the fall of the Philippines on May 7, 1942.

Known as the Angels of Bataan, these nurses were the first group of American women taken as prisoners of war. For three years she remained in Santo Thomas, a Japanese internment camp outside Manila, until being liberated on February 3, 1945. After the war she left the ANC, married a fellow POW from Santo Thomas, and moved to California. Whitlow died at the age of 78 in 1994.

Group 3, Page B, Reproduction Artifact Information

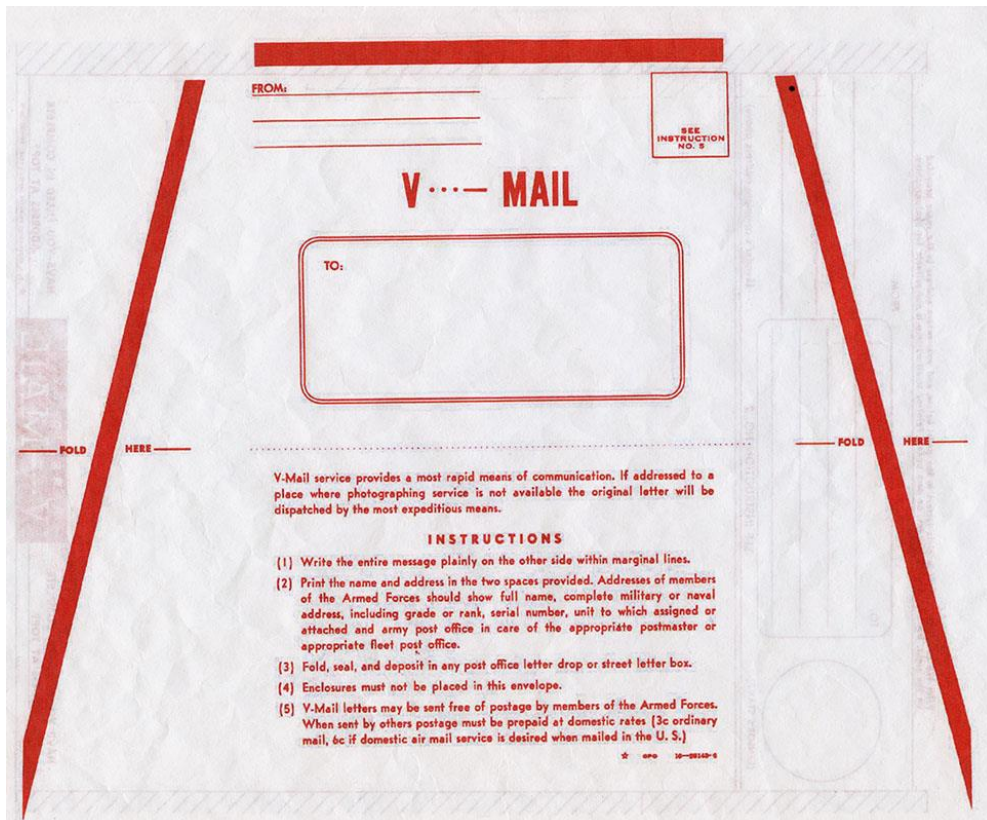
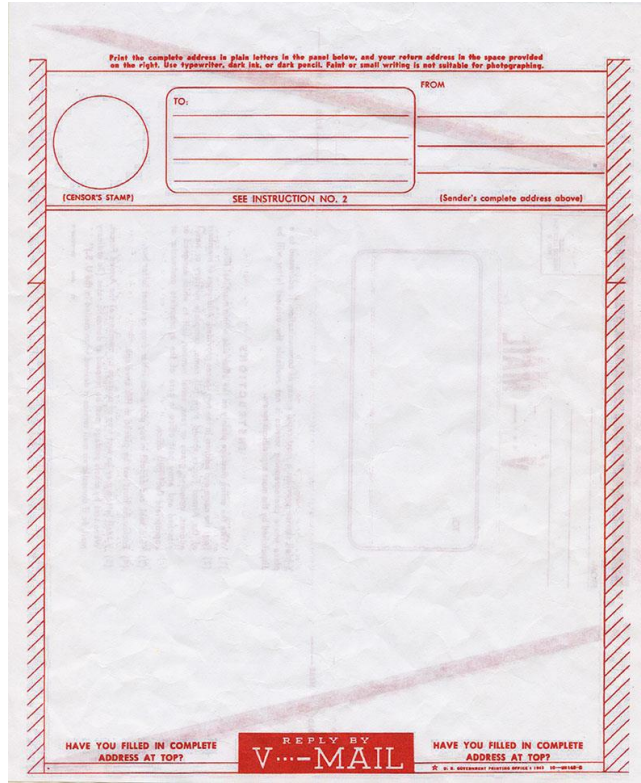


Reproduction Artifact: V-Mail

During the Second World War Americans were encouraged to use V-mail, special letter sheets that were photographed and then reduced on microfilm. Planes delivered the microfilmed letters to mail stations around the world. After the film was developed, facsimiles of the letters were made 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 small packet. Because V-mail could be transported by air instead of ship, the delivery time was cut from six weeks to 12 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.

Group 3, Reproduction Artifact Image



Group 4, Page A, Thomas Oxendine Information



Thomas Oxendine, Naval Aviator

Thomas Oxendine, a Lumbee from Pembroke, Robeson County, was born in 1922. In November 1942 he became the first American Indian commissioned as a naval aviator.

During the war Oxendine served as a scout observation pilot aboard the USS *Mobile*. On July 26, 1944, he landed his seaplane in the midst of Japanese gunfire, in adverse weather, to rescue a downed fellow airman. For this he received the Distinguished Flying Cross.

During his navy career, he test-piloted carrier-type aircraft and

was a combat flight instructor. He also served in Korea and Vietnam and worked for the navy in the Pentagon. After retiring in 1970, he became chief of public information at the Department of the Interior's Bureau of Indian Affairs.

Group 4, Page B, Reproduction Artifact Information



Reproduction Artifact: K Rations

K rations solved the problem of feeding troops in combat. Compact, easily transportable, and high in calories and nutrients, these field rations were designed for short-term use. K ration kits contained items for breakfast, lunch, or dinner. They included:

- “defense” biscuits
- graham biscuits
- sugar tablets
- can of ham (breakfast unit), chicken (lunch unit), or turkey (dinner unit)
- fruit bar (breakfast unit), caramels (lunch unit), or chocolate bar (dinner unit)
- coffee (breakfast unit), bouillon powder (lunch unit), or lemon powder (dinner unit)
- piece of chewing gum
- four-pack of cigarettes
- package of tissue
- P-38 can opener
- wooden spoon
- matches

The matches lit even when they were wet. The tissue was used as toilet paper. Soldiers attached the can openers to their dog-tag chains to keep them handy. The troops often traded their rations—cigarettes for candy or lemon powder for coffee. K rations were packed in waxed, waterproof cardboard boxes, which were good for starting fires.

Group 4, Reproduction Artifact Image



Group 5, Page A, Vernon Haywood



Vernon Haywood, Tuskegee Airman

Vernon Haywood grew up in Raleigh. One night when he was playing in the backyard, a dirigible, or blimp, lit up the sky as it passed overhead. The strange aircraft fascinated the young boy. “From that moment on, I sort of got the [aviation] bug,” Haywood recalled years later. He attended Hampton College in Virginia, one of six African American institutions offering civilian pilot training at that time. After completing his instruction in 1941, Haywood studied at Tuskegee Institute in Alabama.

The Tuskegee Airmen were the first African American military flying unit. Formed during World War II, the squadron was based at Tuskegee Institute in Alabama. Of the approximately 1,000 men who completed flight training at the segregated Tuskegee Army Air Field, 445 served as combat pilots.

In 1944 the Tuskegee Airmen joined with three other all-black fighter squadrons to form the 332d Fighter Group. As the war progressed, the group destroyed more than 250 enemy aircraft, sank one enemy destroyer, and demolished numerous enemy installations. Almost none of the bombers escorted by the group were lost to enemy planes.

The achievements of the Tuskegee Airmen led to the full integration of the military in 1948. Vernon Haywood died in 2003.

Group 5, Page B, Reproduction Artifact Information

*Reproduction Artifact: **USO Poster***

This poster was made between 1942 and 1945 to advertise a USO (United Service Organization) club in Raleigh. USO clubs were established in towns with nearby military bases or in large cities where servicemen might visit. This poster reflects the segregated society in the South, with separate clubs for black and white military personnel.

Group 5, Reproduction Artifact Image



Think It Out Sheet

Make notes from your group's study of the information, image, and artifact below.

- 1. Note two or three items of interest about your person(s) and his/her life during World War II.**

- 2. Did anything about this person's activities during the war surprise you? Why? Was this person a hero? How?**

- 3. Did the person face any obstacles in performing his or her duties or everyday activities?**

- 4. What is the purpose of the object you received? Is it still in use today?**

Think It Out Sheet Answer Key, Group 1-Preddy

Make notes from your group's study of the information, image, and artifact below.

- 1. Note two or three items of interest about your person(s) and his/her life during World War II.**
 - Preddy was from Greensboro and was the highest ranking Ace in Eastern Theater at the time he was shot down in 1944.
 - Shot down 6 enemy planes in one day.
 - Began as a barnstormer—appeared in county fairs and carnivals as a stunt flyer.

- 2. Did anything about this person's activities during the war surprise you? Why? Was this person a hero? How?**
 - Preddy was killed by friendly fire on Christmas Day in 1944 and his brother was killed in combat in 1945.
 - Received the Distinguished Service Cross
 - Yes, I think Preddy was a hero, in a military sense. Risked his life for his country.
 - No I think doing your job in the military does not make you a hero.

- 3. Did the person face any obstacles in performing his or her duties or everyday activities?**
 - Preddy was from a small town but did receive training. Certainly combat conditions were major obstacles.

- 4. What is the purpose of the object you received? Is it still in use today?**
 - Blue star banners were around since WWI and denoted how many family members were in service.
 - Gold stars indicated death during service.
 - Still around today! See them on bumper stickers/car magnets.

Think It Out Sheet, Answer Key, Group 2—The Puckett Family

Make notes from your group's study of the information, image, and artifact below.

- 1. Note two or three items of interest about your person(s) and his/her life during World War II.**
 - Mom, daughter, son at home. Dad away in the military. They wrote letters frequently and were from Greensboro.

- 2. Did anything about this person's activities during the war surprise you? Why? Was this person a hero? How?**
 - So much of their lives were about helping the war effort and getting by.
 - They didn't seem to think of it as a time of deprivation.
 - Father not there as his children grew up.
 - Sherry wanted her dad home more than anything.
 - Hamburger was a huge treat!
 - Heroes? Yes, for supporting the war effort without much complaint.
 - Heroes? No, not risking their lives.

- 3. Did the person face any obstacles in performing his or her duties or everyday activities?**
 - Rationing, not enough to buy even when they had money to buy thins.
 - Mother helped her parents and the children.

- 4. What is the purpose of the object you received? Is it still in use today?**
 - Ration book: to make sure everyone had a chance to buy limited supplies. Attempt at fairness and trying to keep people from hoarding or turning against each other. Today, even during times when we are at war there is not a rationing or lack of everyday supplies. Not in use.
 - Plane spotter cards: After Pearl Harbor, there was a real fear that other attacks might come to areas near the coasts. Everyone had a role to play in defense. Not in use today.

Think It Out Sheet Answer Key, Group 3—Veasey and Whitlow

Make notes from your group's study of the information, image, and artifact below.

- 1. Note two or three items of interest about your person(s) and his/her life during World War II.**
 - Veasey: Her community did not want her to go to service, but she served anyway.
 - Noticeable that she was an African American woman serving in the segregated unit of WACs, but wanted to do her part.
 - Education very important to her.
 - Whitlow: She had 11 siblings, six of them served in the military.
 - Nurse in the Philippines, must have seen very different. Was a POW; married a POW.

- 2. Did anything about this person's activities during the war surprise you? Why? Was this person a hero? How?**
 - Veasey: British people not used to people of color;
 - Cleared two-year backlog of mail in months
 - Was part of the only WAC unit to serve overseas
 - Whitlow: from family where six of 12 served in the military;
 - Was captured and held for three years and married another POW.
 - Heroes? Yes! Veasey by supporting a country that did not value her equally as a woman and as an African American. Whitlow, because she risked her life to help others and was captured because of that.
 - No?

- 3. Did the person face any obstacles in performing his or her duties or everyday activities?**
 - Veasey: faced discrimination as a woman and an African American
 - Her own community worried for her and did not want her to volunteer.
 - She was very small and frail but had many physical demands placed on her
 - Whitlow: Captured! Had to endure the physical and mental aspects of captivity;
 - Then had to move on with her life.

- 4. What is the purpose of the object you received? Is it still in use today?**
 - V-mail was a quick and lightweight way to communicate. Letter written, photographed, film shipped, then reprinted and delivered. Quickest form of communication at the time for service/family members. Not in use today; technology has surpassed it.

Think It Out Sheet Answer Key Group 4—Thomas Oxendine

Make notes from your group's study of the information, image, and artifact below.

- 1. Note two or three items of interest about your person(s) and his/her life during World War II.**
 - Oxendine was an American Indian, a Lumbee from North Carolina.
 - He flew planes for the navy.

- 2. Did anything about this person's activities during the war surprise you? Why? Was this person a hero? How?**
 - He landed a seaplane in the midst of Japanese gunfire to rescue downed airmen in 1994
 - He received the Distinguished Flying Cross
 - He continued in his military career after WWII
 - Hero? Yes! Risked his life to save others.
 - No?

- 3. Did the person face any obstacles in performing his or her duties or everyday activities?**
 - Prejudice against American Indians to be sure.
 - Probably came from an environment where education was not very strong.
 - He did go on to work for the U.S. Department of Interior's Bureau of Indian Affairs.

- 4. What is the purpose of the object you received? Is it still in use today?**
 - K-rations: Food for military folk! It was long-lasting and space saving, Efficient but not too yummy. Different forms in use today, MREs or "Meals Ready to Eat." Also dehydrated food for astronauts.

Think It Out Sheet Answer Key Group 5—Vernon Haywood

Make notes from your group's study of the information, image, and artifact below.

- 1. Note two or three items of interest about your person(s) and his/her life during World War II.**
 - Haywood saw a blimp and was inspired to fly.
 - Unusual for an African American man at the time to fly for the military.

- 2. Did anything about this person's activities during the war surprise you? Why? Was this person a hero? How?**
 - Haywood was a member of the Tuskegee Airmen, a very successful fighter group made up of African Americans.
 - Very few bombers escorted by the Tuskegee Airmen were shot down.
 - The success and conduct of these men helped lead to the desegregation of the Armed Forces in 1948.
 - Hero? Yes! For military actions serving a country that did not recognize him as equal and personal work in advancing the cause of civil rights.
 - No?

- 3. Did the person face any obstacles in performing his or her duties or everyday activities?**
 - Racism, overt and ugly racism.
 - Combat conditions.

- 4. What is the purpose of the object you received? Is it still in use today?**
 - USO poster advertised places for military members to socialize and receive services like letter writing. Looking closely at this one you will note it has two addresses; one for whites and the other for men of color. Depicts segregation of the time.
 - The USO still exists, but is not segregated.

Museum Contact Information

We hope that you have enjoyed taking part in this distance learning program. We invite your comments and questions. Please take advantage of other distance learning programs offered by the North Carolina Museum of History, including History-in-a-Box kits, videos on demand, educator notebooks, and the Tar Heel Junior Historian Association, as well as professional development opportunities for educators. For more information, visit BeyondTheExhibits.com.

North Carolina Museum of History

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