

# Johnson County and Warrensburg, Missouri, WWII Heritage City

A series of lessons from the [World War II Heritage Cities Lesson Collection](#)

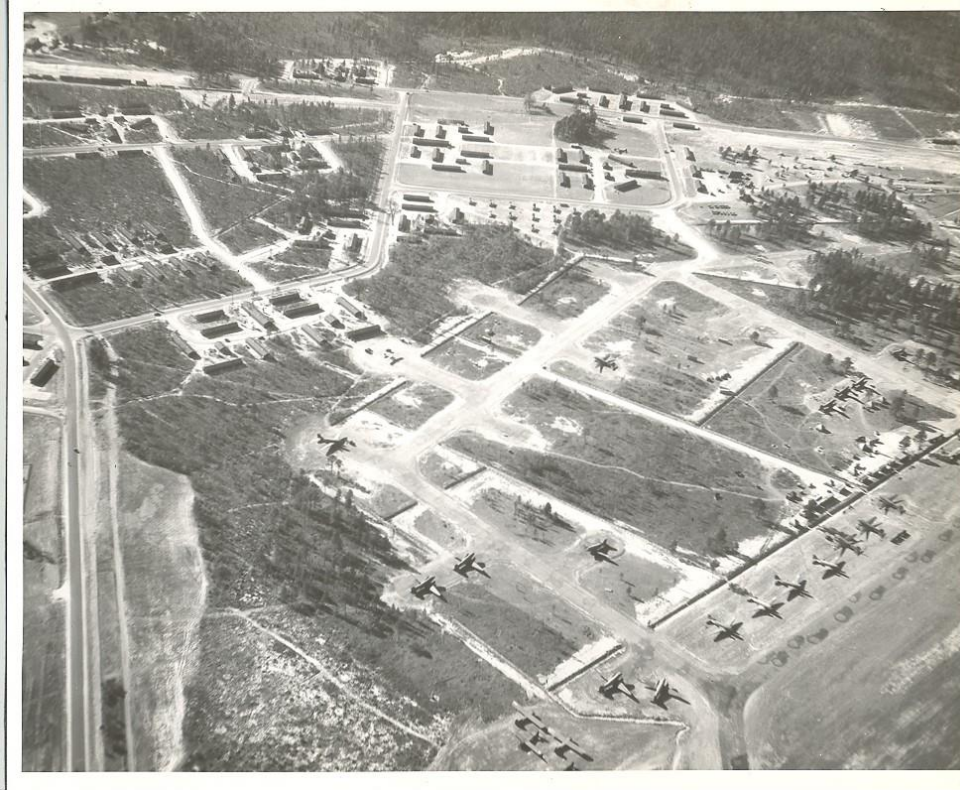


Figure 1: Aerial photo of Sedalia Army Air Field in Johnson County, Missouri (Credit: Missouri State Archives - Whiteman Air Force Base Collection)

## Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Johnson County and Warrensburg, Missouri, World War II Heritage City](#). The first lesson examines Sedalia Army Air Field and the training and work of service members there, such as pilots and WACS. The second lesson teaches about the Navy's V-12 Officer Training program that was held at a local college in Warrensburg during the war. The third lesson describes ways in which local civilians volunteered and contributed to the war effort, including work with the Red Cross. All lessons highlight specific contributions but connect to larger themes and understandings of the U.S. home front during wartime. A mix of primary and secondary sources are used, along with photos and media.

## Lessons (with World War II home front topics):

The first three lessons listed can be taught individually or collectively, in any order. The final lesson is to support students in combining learning across the three lessons, and/or comparison to other World War II home front cities in a culminating activity.

### 1. [Sedalia Army Air Field in Johnson County and Warrensburg, Missouri, World War II Heritage City \(p. 6\)](#)

- Armed Forces
- Army Air Forces pilot training
- Women service members
- WACS
- Allied Forces training
- Bob Hope troupe and radio

### 2. [Navy's V-12 Officer Training Program in Warrensburg and Johnson County, Missouri, World War II Heritage City \(p. 16\)](#)

- Military training
- Navy
- Higher education
- Central Missouri State Teachers College
- Navy's Reserve Officers Training Program

### 3. [Volunteerism in Warrensburg and Johnson County, World War II Heritage City \(p. 24\)](#)

- Red Cross
- Gray Ladies

- The United Service Organizations, Inc. (USO)
- Material drives
- Victory garden
- War funds

#### 4. [Johnson County and Warrensburg, Missouri: Comparing and Connecting WWII Home Front Cities \(p. 32\)](#)

## Positioning these Lessons in the Curriculum:

The standards listed beneath the lesson links are a collection of standards covered in the lesson collection. The lessons have been aligned to national standards and topics, as well as to the Missouri Learning Standards for English Language Arts (2020) and Social Studies (2016). Objectives for each lesson, materials, and resources are listed within the lesson.

**Time period:** World War II

**Topics:** World War II, women's history, African American history, workforce migration, science and technology

## United States History Standards for Grades 5-12

*This lesson relates to the following [National Standards for History](#) from the UCLA National Center for History in the Schools:*

### Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

## Curriculum Standards for Social Studies

*This lesson relates to the following [Curriculum Standards themes for Social Studies](#) from the National Council for the Social Studies:*

- Theme 2: Time, Continuity, and Change
- Theme 5: Individuals, Groups, and Institutions
- Theme 8: Science, Technology, and Society

- Theme 9: Global Connections

## Relevant Common Core Standards

*These lessons relate to the following [Common Core English and Language Arts Standards for History and Social Studies](#) for middle and high school students:*

### Key Ideas and Details

- CCSS.ELA-LITERACY.RH.6-12.1
- CCSS.ELA-LITERACY.RH.6-12.2

### Craft and Structure

- CCSS.ELA-LITERACY.RH.6-12.4

### Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.6-12.7
- CCSS.ELA-LITERACY.RH.6-12.9

### Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RH.6-12.10

## Missouri Learning Standards

### English Language Arts

The lessons align to the following areas, defined by the Missouri Learning Standards for English Language Arts: 6-12 Social Studies Grade Level Expectations (as of 2020).

#### **Reading Informational Text**

- a. Comprehend and Interpret Texts (Approaching Texts as a Reader)
- b. Analyze Craft and Structure (Approaching Texts as a Writer)
- c. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

#### **Writing**

- d. Approaching the Task as a Researcher
- e. Approaching the Task as a Writer

## **Social Studies**

The lessons align to the following themes, defined by the Missouri Learning Standards for Social Studies: 6-12 Social Studies Grade Level Expectations (as of 2016).

### **Tools of Social Science Inquiry**

- a. Examples include but are not limited to: Using tools to analyze chronological sequences of events, explaining connections between historical context and peoples' perspectives, and develop and present a research product.

### **Key Concepts and Understandings**

- a. Alignment with Great Depression and World War II (9 – 12 American History)

*The lesson series was written by Sarah Nestor Lane, an educator and consultant with the Cultural Resources Office of Interpretation and Education, funded by the National Council on Public History's cooperative agreement with the National Park Service.*

# Lesson 1: Sedalia Army Air Field in Johnson County and Warrensburg, Missouri, World War II Heritage City

## About this Lesson

This lesson is part of a series about the World War II home front in [Johnson County and Warrensburg, Missouri, World War II Heritage City](#). The lesson includes readings and photos to help learners understand how Sedalia Army Air Field prepared service members for overseas missions in aviation and transportation. The readings offer insight into the Air Field's development, the training conducted there, and its significance. Additionally, one reading highlights the connection between training, local knowledge, and morale boosting through a visit from Bob Hope and a radio troupe.

## Objectives:

1. Explain the purpose of Sedalia Army Air Field, and the efforts of those who trained and worked there.
2. Describe how training at Sedalia Army Air Field contributed to the success of missions abroad.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

## Materials for Students:

1. Photos: Figures 2-6 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension)
3. *Recommended:* Map of Missouri with Johnson County and Warrensburg marked



## Getting Started: Essential Question

How did training at Sedalia Army Air Field contribute to the success of wartime missions abroad?

## Photos



Figure 2: 'Postcard of composite photos reads: "Greetings from Sedalia Army Air Field, Warrensburg, Missouri;" photos include parachutist jumping from plane, airplanes, army tanks, jeeps and artillery.' 1944 ca. (Credit: State Historical Society of Missouri)



Figure 3: "Under the vigilant and watchful eyes of Air-Wacs stationed at the Sedalia Army Air Field, enlisted men of the Troop Carrier Command brush up on their sending and receiving of radio code." *The Sedalia Democrat*, April 30, 1944.



Figure 4: Sedalia Army Air Field (Courtesy photo, US Air Force / Strategic Air Command)



Figure 5: First Troop Carrier Command Band, Sedalia Army Air Field, Warrensburg, Missouri. October 10, 1943. (Credit: Missouri State Archives - Whiteman Air Force Base Collection)

## Early Arrivals



Figure 6: The first two enlisted men to arrive at Sedalia Army Air Field, Master Sergeant Robert K. Paul (left) and Staff Sergeant Libero F. Gallo (right). They are described in Reading 1. *The Sedalia Democrat*, August 8, 1944.



### By the numbers:

- At its peak, the Sedalia Army Air Field could house up to 7,500 men and women.
- In the 1940 US Census, Johnson County, Missouri had a population of 21,617. The Sedalia Army Air Field closed at the end of the war. In the 1950 Census, the population had slightly declined to 20,716.



### Quotations to consider: Women's Army Corps (WACs) at Sedalia Army Air Field

“The Sedalia Army Air Field detachment of WACS will have three officers. The executive officer, Third Officer Helen McMahan, arrived Monday and the officer will bring in the remainder of the cadre. The WACS already arrived show great enthusiasm for their new jobs and are expected to be functioning fully very shortly and relieving men for combat duties. . . Both officers (Bearon and McMahan) expressed pleasure at being stationed at this field. ‘Most of our girls truly enjoy army life,’ Lt. Hearon said. ‘We work hard, but enjoy every minute of it.’”

- “WACS Arrive at Sedalia Army Air Field,” *Sedalia Weekly Democrat*, July 16, 1943

“I think my life wouldn’t have been complete if I wouldn’t have been in the military. I think I would have missed out on one of the biggest experiences of my life because I think I can, you know, I have a different impression of youth. I want them to be protected. I hate to see them go to war. . .”

- Eva Romero Jacques, as recorded in the Veterans History Project at the Library of Congress, February 8, 2003. (*Romero Jacques served in the WACS and was stationed briefly at Sedalia Army Air Field, working for the base commander. Her [full interview](#) provides insight into the unique roles she fulfilled while serving overseas.*)



## Read to Connect

*Background: The Sedalia Glider Base was activated in 1942 in Johnson County, Missouri. It was renamed Sedalia Army Air Field. The base was assigned to the First Troop Carrier Command, Army Air Force. It trained glider pilots, Army paratroops, and transport plane crews. Aircraft included Douglas C-46s, C-47s and the Waco CG-4A glider. One of the units that trained at the base, the 314 Troop Carrier Group, participated in the invasion of Sicily in July 1943 and the D-Day invasion of Normandy on June 6, 1944. The base also had WACS who supported training and base operations to relieve male service members for combat roles. Today, the Air Field is Whiteman Air Force Base.*

### Reading 1: Newspaper Article

#### Sedalia Army Air Field is Two Years Old

*The Sedalia Democrat*, August 8, 1944

Today the Sedalia Army Air Field, west of this city, celebrates its second anniversary. The field was activated on August 8, 1942 with the assignment of the first commanding officer who was Lieutenant Colonel Robert H. Wheat, since promoted to colonel and transferred to Bowman Field, KY.

Actually the first move of construction of the SAAF was May 8, 1942 when work of surveying was begun. Within a few short days the formation of an army base was well underway, and assignment of army personnel began to arrive in the mid-summer.

From a ‘mud hole’ to a well-organized little city in itself has the SAAF grown, and now under the command of Colonel Jerome B. McCauley, it is considered one of the most important

fields in the First Troop Carrier Command. In observance of this anniversary Colonel McCauley issued the following message of the personnel of SAAF:

‘On this, the second anniversary of the Sedalia Army Air Field, I wish to congratulate and thank the personnel of this field for their cooperation in the important work that is being accomplished at this base.

You are all a part of the great tradition of this troop carrier base, and I say ‘great’ because in the tradition of this field is the story of all the men who trained here and of the deeds they have accomplished on the fighting fronts – deeds which have become an accepted and well-known legend in the story of this world-wide conflict.

The way has been and will continue to be rough until victory is ours. War is hard, and the harder it is fought, the sooner will that victory be won.’ . . .

### **First Enlisted Men Here**

Also the first two enlisted men to arrive at the base are still part of the personnel. They are: Staff Sergeant Libero F. Gallo and Master Sergeant Robert K. Paul. These two men were followed the next day by the rest of the original cadre of eleven men, who had been transferred to the SAAF from Camp Williams, Wisc. They formed a base squadron soon after their arrival, and ten days later, in September, 1942, a wing and a group moved in and took over the barracks.

### **Pioneering Was Not Easy**

As described by one of the early arrivals at that time, ‘We are pioneers,’ to which might be added, they had a pioneering job to be done. The buildings had not been completed, the runways, among the largest in the country, were only partly completed. For a time the men were fed at the Girl Scout camp in Montserrat park, until the mess halls could be completed on the field.

Men on the field were given a thrill, especially those who had gone through the early stages of work at the base, to see the first Troop Carrier plane with Colonels Walker, Chappel and Sailor, and some enlisted men, land on the runways on Wednesday, September 2, 1942.

The first month after activation, there were no electric lights, drinking water was sent in by tank trucks, and later the water at the field, after chemical treatment, was made safe for drinking purposes. To add to this was adverse weather conditions. It rained every day for twenty-seven days, starting with the day the enlisted men arrived. Boots were on the first issue, and everyone prayed for freezing weather so the mud would freeze and trucks could get through with coal.

### Like Another Place

Today, one can hardly believe those adverse conditions. The main streets are of Macadam, the roads behind the barracks are of white gravel, the former mud yards around the barracks are now covered with blue grass, there are flower beds, hedge fences, sidewalks, and all modern conveniences.

Men who went through the early stages of training at the base participated in the D-Day invasion of France, others in the invasions of Sicily, Italy, in the South Pacific. Many of these men have been honored and of these many who left the SAAF as second lieutenants, have returned captains, majors, and some of higher ranks. The story, more important, that it's [sic] mere physical growth is that of the men who were trained at the SAAF and the great part they have played in every theatre of this great global war, and who have contributed so much to victories the Allies are now enjoying. These same Troop Carrier men have also saved countless lives by having evacuated over a quarter of a million sick and wounded soldiers by air since the beginning of the war.

The Troop Carrier Command has afforded a means of supply and contact with civilization in far off corners of the war.

Interest in the activities and growth of the Sedalia Army Air Field by the civilian population in this area has been shown by their attendance at the various 'open houses' held. With the announcement of these 'open houses' thousands of residents from over Central Missouri attend, and leave with complimentary comments on what improvements have come about in these past two years.

### Questions for Reading 1 and Photos

1. When was the Sedalia Army Air Field (SAAF) activated?
2. Why did early arrivals at SAAF compare their experience to being pioneers? What challenges did they face?
3. What does the speed of development of SAAF and its activation before construction was finished reveal about priorities and urgency during wartime?
4. How did the Troop Carrier Command save lives, and what was its connection to SAAF?
5. How did the local community's interest in SAAF connect the military base and civilians who lived nearby?

## Reading 2: Newspaper Article

### Carefully Plan All Flights

*The Sedalia Democrat*, April 30, 1944

(Editor's Note: This is a brief story of the planning and training that goes before every flight from the Sedalia Army Airfield (SAAF), flights which some day will pave the way for more flights over Berlin and Tokyo.)

All over the world – Italy, England, China, Bougainville – C-47s of the Troop carrier Command are taking off day and night to bring misery to Axis powers.

The reserve strength behind those planes are the ones taking off on training flight daily from the SAAF. And behind each flight is careful planning and preparation.

A C-47 is on the apron being prepared for flight.

Men of the ground crew, unsung heroes of the AAF, check the fuel supply, the hydraulic system, the radios, the oxygen supplies, and many other minute but vital details.

In the operations office, pilots and qualified men chart the course... maps, weather charts, all data that the human mind has been able to gather goes into the task of charting the course.

When the pilot takes his place to guide the plane up 'into the wild blue yonder,' all aboard are confident, for the ground crew has done its part and the pilot is fully prepared to do his.

### Questions for Reading 2

1. From which airfield do the training flights take off?
2. Why do you think the article refers to the ground crew as "unsung heroes"?
3. How does the article help build public confidence in the effectiveness of military aviation?
4. How did training programs like those at SAAF contribute to the successes of Allied troops?

## Reading 3: Newspaper Article

*Teacher Tip: You may wish to show media (pictures, video) of Bob Hope and provide background as to his role during the war. Bob Hope was famous for performing for troops through USO (United Service Organizations) shows, using humor to boost morale and provide entertainment during often challenging times, both at home and abroad. His performances were both on radio and in person at military bases worldwide.*

## Bob Hope and Radio Troupe at the SAAF

*Give Broadcast Then Entertain At Butler Hangar*

*The Sedalia Democrat, June 6, 1945*

Leading with laugh-hooked gags in which Knob Noster pulled its share of publicity, Bob Hope, radio and movie comedian, in his last broadcast of the season, aired from the base theater at the Sedalia Army Air Field, Tuesday night, sent the G.I. audience into a merry mood.

Hope remarked that he expected to be met by a large crowd at the station, but added that there wasn't any station. 'Knob Noster,' he said in his good-humored line of chatter, 'isn't big enough for two words.'

He made a play on the oddity of the Sedalia Army Air Field, with address as Warrensburg, being located near Knob Noster, 18 miles from Sedalia.

### Mules as 'Crosby Horses'

He defined Missouri mules as Crosby horses that got that way from being pulled across the finish line.

The gagster then launched into quips about gliders, which he termed orange crates that have made good. The pilots, he continued, land them on dimes and get nine cents back in change.

He declared he had been up for a ride in a glider during the afternoon and that when the wings came off his pulse kept the plane up in the air.

Glider-towing (by C-46 transport planes) being an essential part of the training program at the Sedalia Army Air Field, the punch lines on this type of aircraft brought howls from the soldiers. . . . A pretended slip-up in lines caused Hope to say 'That's what I get for holding rehearsals in the Top-Hat (an entertainment spot near Warrensburg). However, he innocently explained he thought it's a dairy farm near the field. . .

### Show For GIs

Following the radio broadcast at the theatre the troupe presented a one-hour show in Butler hangar where officers, men, civilian workers, and dependents of the military personnel crowded in to view more of the Hope antics and to catch the musical and comedy routines of the others in the cast. The earlier broadcast show was played before a limited number from the various squadrons on the base and their commanding officers.

Hope is scheduled to go to Germany this summer to appear before troops over there. 'That'll make the GI's anxious to get to Japan.' Miss Langford prophesied.

### Appeared in Kansas City

The company appeared before 12,000 persons in the arena of the Municipal auditorium in Kansas City Monday night for a Seventh War Load rally, and came to the Sedalia Army Air Field Tuesday, having two meals there, one at the Service club and another at the Officers' club, where they were guests of Col. Jerome B. McCauley, commanding officer of SAAF.

One of the cast reported during the broadcast that Hope is 'First in war, first in peace, and last to leave the mess hall,' but that was not immediately verified.

### Questions for Reading 3

1. What type of aircraft did Bob Hope make jokes about during his performance? How did this connect to Sedalia Army Air Field?
2. How did Hope incorporate other local references into his routine?
3. What was the purpose of the rally in Kansas City?
4. What impact might the troupe's performances have had on wartime fundraising and troop motivation?

## Lesson Closing

Answer the essential question: How did training at Sedalia Army Air Field lead to the success of wartime missions abroad?

## Extension

### Sedalia Army Air Field to Whiteman Air Force Base

The Sedalia Army Air Field land has a multifaceted history from its origins during World War II to its development of today's Air Force base, Whiteman Air Force Base. The base was later named after 2nd Lt. George A. Whiteman, who was from Sedalia, and was one of the first American airmen killed in World War II, at Pearl Harbor on Dec. 7, 1941.

Research and create a timeline of the milestones of the base, from 1942 to today. Reflect on how past home front training history connects to modern military service and history.

Resources can include:

- a. [History of Whiteman Air Force Base](#) (US Air Force, 442nd Fighter Wing)
- b. [Whiteman Air Force Base](#) (Sedalia Convention & Visitors Bureau)
- c. [Whiteman Air Force Base](#) (Visit Warrensburg, Missouri)
- d. [World War II Heritage of Johnson County & Warrensburg](#) by the City of Warrensburg, Missouri

# Lesson 2: Navy's V-12 Officer Training Program in Warrensburg and Johnson County, Missouri, World War II Heritage City

## About this Lesson

This lesson is part of a series about the World War II home front in [Johnson County and Warrensburg, Missouri](#), [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about the role of the Navy V-12 Officer Training Program at the Central Missouri State Teachers College. The readings highlight how wartime demands shaped educational experiences and career opportunities for military personnel on the home front, while also showing examples of involvement of local civilians.

## Objectives:

1. Describe the wartime impact on military and civilian experiences at colleges, such as the Central Missouri State Teachers College in Warrensburg.
2. Explain how career and training pathways in the armed services during the war were shaped by wartime demands.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

## Materials for Students:

1. Photos: Figures 7-9 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Missouri, including marking Warrensburg and Johnson County



## Getting Started: Essential Question

How did the Navy's V-12 Officer Training Program contribute to the war effort while also involving the local civilian community and higher education?

## Photos



Figure 7: The annual Navy V-12 Ball at Central Missouri State Teachers College, Warrensburg, MO, 1942-1945. (Courtesy of the McClure Archives)

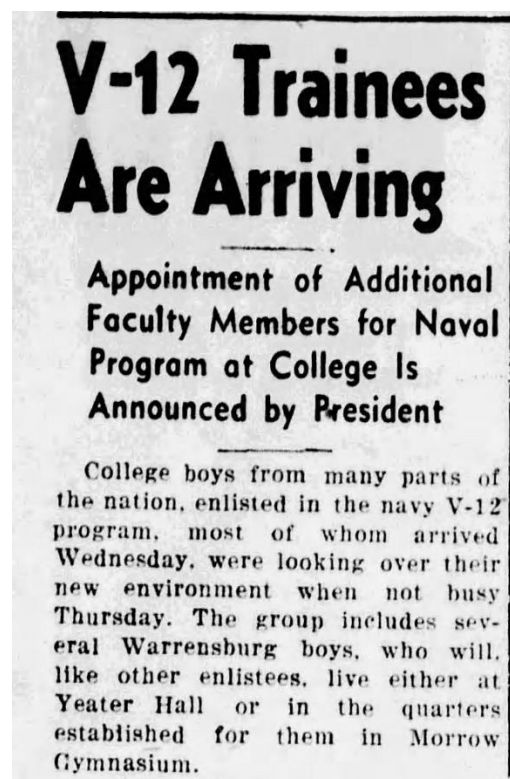


Figure 8: "V-12 Trainees are Arriving: Appointment of Additional Faculty Members for Naval Program at College is Announced by President," *The Star-Journal*, July 2, 1943 (This text can be read in "Quotation to Consider.")



Figure 9: The University of Central Missouri's V-12 Program Memorial. (Courtesy of Johnson County and the City of Warrensburg)



### By the numbers:

- The length of time a cadet was at the school depended on their branch of service in the Navy. The shortest duration was two 16-week semesters for aviation candidates, while engineer specialists, civil engineer and construction corps were required to have eight semesters.

*Note: Identify other key numbers within Reading 1 and 2, that show the number of students, hours studying, and more.*



### Quotation to consider:

“College boys from many parts of the nation, enlisted in the navy V-12 program, most of whom arrived Wednesday, were looking over their new environment when not busy Thursday. The group includes several Warrensburg boys, who will, like other enlistees, live either at Yeater Hall or in the quarters established for them in Morrow Gymnasium.

A group from various parts of the country which included young men from Missouri, Texas and California, who attended Rockhurst College in Kansas City for 2 ½ years, said Thursday they liked the town, the College, their rooms and the meals, and after a visit to the USO added it to their list. They seemed highly enthusiastic with prospects for the months ahead. Uniforms have not been issued. However there are a number of young men who have been in active naval duty who were selected for the training, and they of course are in their uniforms. Many are wearing service stripes. The enlarged program has made it necessary to add to the faculty. . .”

- “V-12 Trainees are Arriving: Appointment of Additional Faculty Members for Naval Program at College is Announced by President,” *The Star-Journal*, July 2, 1943



## Read to Connect

*Teacher Note: The following is a secondary source and excerpt from “[Johnson County and Warrensburg, Missouri](#).” You may wish to use the entirety of the text to support students in learning more about the Heritage City.*

### Reading 1: Background Reading

#### V-12 Officer Training Program Background

“ . . . Warrensburg, the seat of Johnson County, was the home of the Central Missouri State Teachers College (CMSTC), today the University of Central Missouri. During World War II, CMSTC was one of 131 colleges and universities in the U.S. chosen to participate in the Navy's V-12 Officer Training Program and one of only seven in Missouri selected to conduct line (deck) officer training.

By late 1942, the size of the U.S. Navy had increased over sixty percent. To address the urgent need for commissioned officers and to slow dropping college enrollment rates, President Franklin Roosevelt asked the military to include institutions of higher learning in their mobilization plans. The Navy responded by creating the V-12 College Training Program, choosing private and state-run colleges and universities to host its classes. Candidates enrolled in the Navy's Reserve Officers Training Program; enlisted men recommended by their commanding officers; and high school seniors who had passed a qualifying exam were all eligible for the V-12 program. The line (deck) officer trainees at CMSTC, who were all on active duty, took college courses year-round in four, three-month terms. After finishing the accelerated 16-month program they were issued a certificate of completion for a two-year college degree. The trainees were then sent on for 120 days of training at a Naval Reserve Midshipmen's School and commissioned as naval officers.

The V-12 program at CMSTC started on July 1, 1943, and ran until October 31, 1945. The men lived on campus in the school's first residential unit, Yeater Hall, which opened in 1941 as a female-only dormitory. To allow the trainees to live in Yeater, its female residents moved off campus and into homes in Warrensburg. Having the V-12 Program on campus allowed the college to retain its entire faculty and staff and continue teaching regular classes. The trainees quickly became a part of campus and community life, attending classes and socializing with civilian students. The annual V-12 Navy Ball was considered the social event of the season with trainees wearing their dress uniforms. In all one thousand V-12 trainees attended CMSTC during the 27 months the program was active at the college. . .”

### Questions for Reading 1, Quotation to Consider, Photos

1. How many colleges and universities participated in the Navy's V-12 Officer Training Program? What college hosted the V-12 program in Warrensburg, Missouri?
2. Why did President Franklin Roosevelt encourage the military to involve colleges in mobilization efforts?
3. How does the V-12 program show a unique partnership between higher education and military training?
4. How did V-12 trainees react to their new environment at the College and in Warrensburg? (*Use both Reading 1 and Quotation to Consider.*)
5. Describe where some trainees were from (*according to the Quotation to Consider*).

## Reading 2: Newspaper Article

### College Gets Naval Unit

*400 Cadets to Come Here July 1 to Begin Basic Training—Probably Will Use Laura J. Yeater Hall*

*The Star-Journal*, May 11, 1943

The College has been designated for a contract to give basic training to 400 naval cadets under the navy's V-12 program. President George W. Diemer was notified Saturday. The training program will begin July 1.

The naval training program will be carried on in addition to the College's regular summer session and inter-session, Mr. Diemer said, and there will be no change in plans for those regular sessions.

The College president said he had offered Laura J. Yeater Hall, girls' dormitory to the navy for housing the trainees and it is probably it will be taken. Yeater Hall would accommodate

about 300 cadets and the remainder would be housed in the quarters in Morrow Gymnasium that have been used by the War Training Service aviation trainees in the past.

### Central Housing Required

The navy requires central housing under the V-12 program, Mr. Diemer said, and insists on dormitory, not barracks, conditions.

Mr. Diemer will go to Columbia University, New York City, for a conference Friday and Saturday between presidents of schools having V-12 programs and navy officials.

Several high navy officials will be present, including Admiral Jacobs, chief of the Bureau of Navy Personnel. The V-12 program will be discussed Friday and contracts will be taken up the following day.

Mr. Diemer said the Board of Regents will meet May 21 and at that time he hopes to place complete information on the V-12 program before the board. However, the board has already authorized the College president to negotiate a contract and has approved the locating of a naval training unit here.

### Most Are Recent Graduates

Most of the 400 young men who will come here for training will be just out of high school, although there may be a few selected for officer training from those already in the navy.

They will be young men of the highest type, all having high school education. The recent high school graduates will be boys who passed the navy V-12 examinations given throughout the United States April 2. They will also have passed the physical examination and will have shown aptitude for becoming naval officers.

The cadets will be regular College students and will be allowed to participate in all campus and extracurricular activities that do not interfere with their studies.

### Enlisted in Navy

However, they will be enlisted to the navy and will be on the base pay of apprentice seamen. They will be under naval discipline and naval officers will be in charge. The cadets will be in uniform.

It is expected 52 to 58 hours a week will be devoted to classes and laboratory work. The cadets will attend school six days a week. . .

### Kind of Training

The first year of study has two curriculums. One—for aviation, civil engineer, construction corps, deck, engineer, engineer specialist, supply corps and pre-chaplain candidates

consists of: Mathematical analysis, English, historical background of the war, Physics 1 and 2, engineering drawing, advanced geometry, naval organizations and physical training.

The other – for pre-medic and pre-dental candidates – consists of chemistry, modern foreign language, naval organization and physical training.

The training becomes more varied in the second year, eight curriculums being given.

All the cadets will be required to know how or to learn to swim, and the College pool will be used.

## Questions for Reading 2

1. How many naval cadets were expected to arrive at the College on July 1? What accommodations had to be made?
2. Identify both benefits and challenges the College faced in integrating military training with their regular academic programs.
3. What were examples of subjects included in the first year of study?
4. How did the V-12 program help train officers during the war? How might programs like the V-12 have influenced education after the war?

## Reading 3: Newspaper Article

### V-12 Student Expresses Appreciation for Town's Hospitality to Parents

*Daily Star-Journal*, October 4, 1944

A letter to residents of Warrensburg, in which a navy V-12 student expresses his appreciation for hospitality accorded last week end to parents of V-12 trainees here for the V-12 hours party at the College, has been received by the Star-Journal:

To the Citizens of Warrensburg:

The reunion with my parents, made possible by the citizens of Warrensburg, the College faculty and the navy will long be remembered as a highlight in my stay here at Warrensburg.

The main reason I say that, is due to one quality which was displayed by all with whom my parents came in contact. Call it hospitality, or friendliness, but it was an amicable atmosphere which unfailingly showed up everywhere – on the campus, at the churches and especially in the homes. The way that you took our parents into your homes and treated them like old friends can be expressed in only one word – sensational. No, not in an exciting way, but quietly. It was sensational the way you offered your best in rooming, and in many cases, your eating facilities to the couple you know, not as total strangers, but as my Mom

and Dad. You know, I've never wanted anything but the best for my folks – and you fulfilled that wish to the limit.

Therefore, as just one of the fellows whose parents you entertained, I want to express a sincere appreciation, that I know is felt by all the navy men, for your unlimited kindness in making the weekend a memorable one. I'm not especially good at expressing that appreciation in words, but if, at any time the other navy fellows and myself can express our appreciation in action – if we can repay but a portion of what we owe you – do not hesitate to call on us. Again, I thank you, Warrensburg. Your kindness will not be forgotten. –Signed, One V-12er.

### Questions for Reading 3

1. Who wrote the letter published in the newspaper? What event had brought his parents to Warrensburg?
2. How did the letter show the connection between the V-12 trainees and the Warrensburg community?
3. How is this piece of writing an example of the role and impact of civilian support during the war?

## Lesson Closing

Answer the essential question and closing question:

How did the Navy's V-12 Officer Training Program contribute to the war effort while also involving the local civilian community and higher education?

How did wartime demand shape local home front educational experiences and career opportunities of military personnel? How were civilian students and the local population impacted or involved?

## Additional Resources

[World War II Heritage of Johnson County & Warrensburg](#) by the City of Warrensburg, Missouri

- You may use this resource to explore images and information about the V-12 Memorial and sites used for V-12 training, such as Yeater Hall and Morrow Gymnasium.

[The V-12 Officer Training Program](#) by Naval History and Heritage Command

# Lesson 3: Volunteerism in Warrensburg and Johnson County, World War II Heritage City

## About this Lesson

This lesson is part of a series about the World War II home front in Warrensburg and Johnson County, Missouri, [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about how local civilians and service members volunteered and contributed to home front efforts. These efforts involved the Red Cross and the Gray Ladies, the USO, as well as initiatives like victory gardens and war fundraising campaigns.

## Objectives:

1. Identify examples of ways local people, both civilians and service members, volunteered on the home front.
2. Describe how local contributions and donations supported the war effort.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

## Materials for Students:

1. Photos: Figures 10-12 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Missouri, with Warrensburg and Johnson County marked



## Getting Started: Essential Question

How did the communities of Warrensburg and Johnson County volunteer and support home front efforts?

## Photos



Figure 10: Student scrap drive at Central Missouri Teachers College in Warrensburg, MO between 1942-1945. (University of Central Missouri)



Figure 11: Victory gardeners of Sedalia Army Air Field till the 1943 crop. Service members and civilians engaged in victory gardens on the home front. *The Sedalia Democrat*, April 30, 1944.

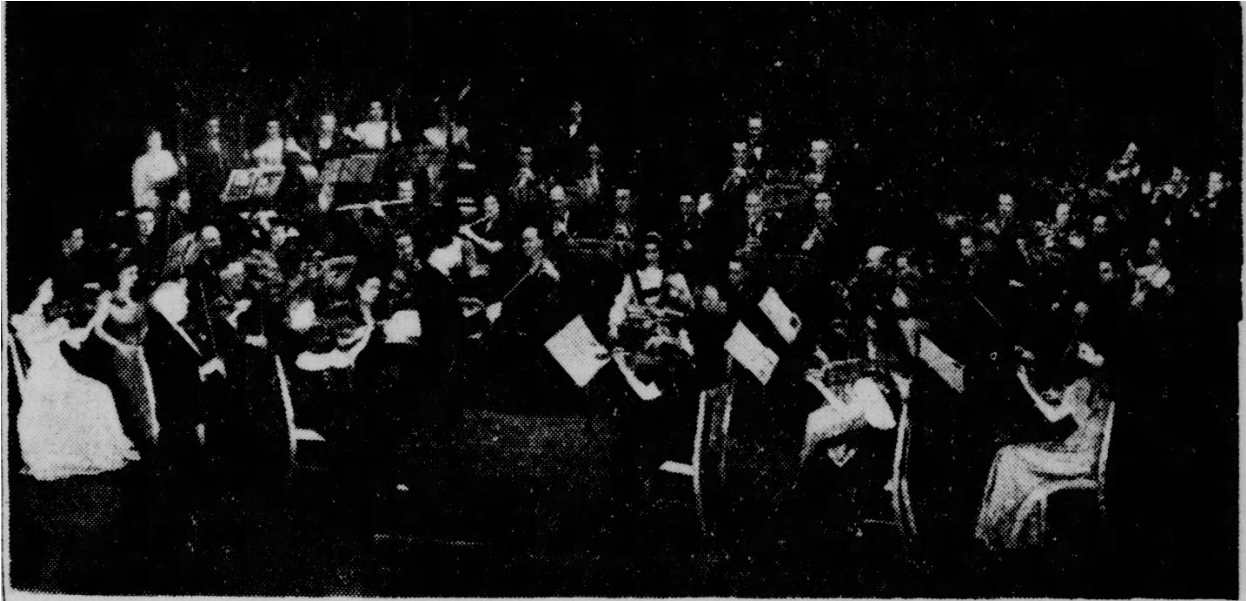


Figure 12: The Sedalia Army Air Field Concert Band and the local Sedalia Symphony joined to provide local concerts, boosting morale. *The Sedalia Democrat*, April 30, 1944.



### By the numbers: Examples of financial contributions by local service members and civilians

- Military and civilian workers at Sedalia Army Air Field participated in a War Loan Drive that brought in \$66,500 in sales. Warrensburg Officers' Wives clubs volunteered to run booth sales, and in a day over \$21,000 worth of bonds were sold.
  - *The Sedalia Democrat*, October 10, 1943
- Local V-12 companies donated to a war fund drive in October 1943. Nearly 100% donated and they exceeded their goal of \$1,200.
  - College Passes Goal in War Fund Drive, *Daily Star-Journal*, October 22, 1943



### Quotation to consider:

Locally the first anniversary of USO service to women in uniform will be celebrated this Saturday evening, July 24, it was announced today by the new USO club director, Wayne VanZandt. The event will be in the nature of a special invitation and recognition of the WAVES from the Sedalia Army Air Field, featuring a big dance at the park in Convention hall.

Other girls wearing various uniforms of women in service will be welcome, too. An invitation to the group of WACS at SAAF, under the direction of Second Officer Mildred R. Hearson, extended for the girls to attend the dance ad party as a group. . . The local USO plans to include service to WACS as a regular part to their program, it was announced by Rev. H.U. Campbell, chairman of the USO council. Since women in uniforms will now be stationed at the air base, the local committee feels the responsibility of service to them and incorporating them in their regular program building.

- "USO," *The Sedalia Democrat*, July 20, 1943



## Read to Connect

### Reading 1: Newspaper Article

#### Red Cross Home Service Department Called to Aid Soldiers Almost Daily

*The Star-Journal*, March 27, 1945

Scarcely a day passes that the home service department of the Johnson County chapter of the Red Cross is not called upon to lend aid of some kind to servicemen. Mrs. Laura Chaney, executive secretary of the chapter, said. With the hundreds of service men and their families living here to be near the air base, and the families of hundreds of others having Johnson County for their permanent home, the possible sources of calls are many.

The American Red Cross offers its services to the fighting man from the time of his induction through the period he is in the armed services and after his discharge as a veteran as long as he needs them.

One of its services is to do what is possible to keep up the morale of the fighting man and his family. Recently happiness was brought to a family after neither the husband overseas nor his wife here had heard from each other. The service man's overseas field director sent a wire to the Johnson County chapter asking for a welfare report. After some inquiry and a visit the chapter sent back a reply that a baby had arrived, and it and the mother were doing well but the wife had had no word from her husband since November. The husband had not heard from his wife since that month and knowing the baby was expected in December was considerably worried.

A message sent by the Red Cross to a man overseas bore the news of the death of a member of the family but assured him that others in their family were well and sent their

love. The Red Cross received his answer in a few days, acknowledging the wire and sending love and sympathy to the parents.

The Red Cross was responsible for bringing a father home to his motherless child, ill in a Kansas City hospital. The father was in the European theater of operations and when the Red Cross was notified of the condition of his child, arrangements were made with the military to have him fly back to his home. The child is now recovering.

Through quick action of the Red Cross in contacting a soldier at the air base and cooperation by the staff of the Clinic, a life was probably saved. A Red Cross worker in a northern state sent a request to the Johnson County chapter to contact a soldier at the base here. His sister was seriously ill and needed a blood transfusion. Her blood was of a rare type and it was hoped the brother had the same type. The soldier was located that night, members of the staff of the Clinic typed the blood, and found it was of the type needed and he left that night for his sister's bedside. The chapter made three long distance telephone calls and sent two telegrams besides the time spent. However emergencies of this kind usually prove expensive as they must be met quickly. . .

### Questions for Reading 1 and Photos

1. How did the growing population of Johnson County and the needs of the community create a greater demand for Red Cross support?
2. What services did the Red Cross provide to help connect the home front, civilians, and service members both in the U.S. and overseas?
3. What is one example from the text of the Red Cross assisting a service member or their family? How did this support impact the local community?
4. Why was the Red Cross's ability to act quickly in emergencies important?
5. **Photos:** How do the photos show examples of other common home front initiatives and volunteerism? How were these supportive of the war effort?

(Note: You may want to learn more about the importance of World War II [material drives](#) or [rationing, recycling, and victory gardens](#).)

### Reading 2: Newspaper Article

*Background: The United Service Organizations, Inc. (USO) was formed as a project of several organizations. The organizations included the YMCA, National Catholic Community Service, Salvation Army, YWCA, National Jewish Welfare Board, and National Travelers Aid Association. The USO served military personnel, their families, and defense workers. It provided welfare and recreation activities like dances, radio broadcasts, art exhibits,*

*theater, counseling, and childcare. USO opportunities and clubs were extended to women in service in 1942.*

## USO is making appeal for the cookie jar

*The Standard-Herald (Warrensburg, MO), July 2, 1943*

Either or individuals or organizations. Last fall a letter was sent to organizations all over the country, asking that members contribute two dozen cookies each, twice a year. The weekly quota has been increased from 20 dozen to 50 dozen and for several weeks the supply has been exhausted before the next quota is due. Since November 1, 18,000 or 1500 dozen cookies have been used in the USO. This does not include cakes nor packaged cookies bought to fill in shortages.

Those contributing cookies to the cookie jar may replace the sugar used by buying it at the current price without ration stamps, at the USO center when they bring the cookies to the center. One cup of sugar is allowed for each two-dozen cookies. The price now is 4 cents per cup.

Mrs. Virgil Burk, cookie chairman, attributes the increased demand to three causes: first, the boys have been in the army longer and appreciate home-made sweets; second; many more service men are using the USO; third, the number of soldiers at the base has increased.

Organizations from all parts of the county are asked to assist, particularly church organizations. Some promises made by groups have not been fulfilled, thereby cutting the total supply. Town organizations and individuals living in towns are particularly desired for the next two months, since farm women have more than they can do. Mrs. Burk praised the rural women most highly for their delivery of cookies in spite of weather and almost impassable roads.

All clubs and organizations are asked to discuss at their next meeting whether they wish to increase the individual contributions from two to four dozen, or whether they wish to contribute every three months instead of twice yearly. A report should be made to Mrs. Burk immediately.

New organizations are asked to contact Mrs. Burk by telephone, 76W, or mail, giving the approximate number of dozens they will give, also their meeting date. Individuals who are not reached through organizations, please call Mrs. Burk and leave their names so they can be called.

Miss Dorothy Mudge, USO director, suggests that any time a housewife is making pies, cake, or sandwiches, she might make 'extra' for the USO, where it will be greatly appreciated. Mrs. Mudge has received many letters from the boys who have left the base, expressing appreciation for the hospitality of Warrensburg and the USO center. Many of those boys who have enjoyed our cookies are now overseas; many there will soon go. It is hoped they will carry with them pleasant memories of Johnson County people and their stay here.

### Questions for Reading 2 and Quotation to Consider

1. What was the purpose of the USO on the home front?
2. How was sugar rationing addressed?
3. What are the reasons for increased demand for cookies, according to Mrs. Burk?
4. How does the role of the USO and the donation of cookies symbolize broader community efforts to support service members?
5. In the quotation to consider, what anniversary at the USO was being celebrated? Why would the local USO have programming for women in service?

### Reading 3: Newspaper Article

*Background: The Gray Ladies (spelled "Grey" in the article) were female volunteers for the American Red Cross who provided non-medical care in hospitals, healthcare facilities, and private homes. On Sunday, October 3, 1943, a formal initiation ceremony for the local Gray Ladies took place at the Recreational Building of the Station Hospital at the Sedalia Army Air Field. The Corps consisted of women from Sedalia and Warrensburg, with 48 Gray Ladies officially initiated during the event. This article was published just over nine months later.*

#### Grey Ladies To Be Honored

*Party Given on Thursday Evening At the SAAF*

*The Sedalia Democrat, July 19, 1944*

A party, in celebration of the first anniversary of the service of the Grey Ladies of Pettis and Johnson counties on this Troop Carrier base, will be given by the Sedalia Army Air Field Base hospital staff on Thursday, July 20 at 6:30 PM in dining room B at the Officer's club.

The Grey Ladies, who have been contributing their services to the patients at the Sedalia Army Air Field station hospital, are women volunteers from the two counties, who have taken a course consisting of sixteen lectures by medical and military authorities. This

course was planned and inaugurated by Miss Sylvia Sufrin, assistant field director at the base hospital.

The ladies perform special services for the boys, such as those their own friends would do for them at home. They do personal shopping for the sick boys, write letters for them, read to them, and bring them books and magazines. On several occasions these gracious ladies have fed patients who were too ill to eat. Another of their specialties is handicraft, in which they instruct the boys.

Books and magazines are made available to the patients in the Red Cross Wing of the hospital at all times. The Grey Ladies distribute these among the bed patients as per their requests. . .

### Questions for Reading 3

1. Who were the Gray Ladies?
2. What kinds of services did the Gray Ladies provide to patients?
3. How might the presence of the Gray Ladies impact the efficiency and morale of the hospital?
4. How do the services provided by the Gray Ladies reflect the broader role of volunteerism on the home front, particularly by women?

## Lesson Closing

Answer the essential question: How did the communities of Warrensburg and Johnson County volunteer and support home front efforts?

## Additional Resources

[World War II Heritage of Johnson County & Warrensburg](#) by the City of Warrensburg, Missouri

# Lesson 4: Johnson County and Warrensburg, Missouri: Comparing and Connecting WWII Home Front Cities

## About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Johnson County and Warrensburg, Missouri](#) designated as an American [World War II Heritage City](#). The lesson contains photographs, readings and a culminating project. The first reading shares text highlighting the training of service members at Sedalia Army Air Field. The second reading connects the region to the designation of a Heritage City. Optional media extensions include an interactive website and an oral history excerpt. The culminating project contributes to learners' understandings of the city as a WWII Heritage City, with the opportunity to combine lesson themes from the three other lessons in the lesson collection. This is to summarize the area's contributions and encourage connections to overall US home front efforts.

## Objectives:

In a culminating product:

- a. Identify important World War II home front locations and organizations in Warrensburg and Johnson County, Missouri and describe their historical significance.
- b. Describe World War II home front military training, both Army and Navy, in the area, including impacts on higher education.
- c. Summarize the contributions and volunteerism of local civilians to home front wartime efforts.
- d. *Optional:* Describe similarities and differences of Warrensburg and Johnson County, Missouri and other Heritage city(s) / World War II home front(s).

## Materials for Students:

1. Photos: Figures 13-16 (*can be displayed digitally*)
2. Readings 1, 2, & optional media activity links

3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 17 at end of lesson, for reference)
  - Create Comparison Matrices for your students to use. To compare two cities, create a one-page sheet with three columns and four rows. Label the left column Theme/Topic and the other columns City 1 and City 2. For a Comparison Matrix for three cities simply add an additional column.
  - Create two Single-Point Rubrics to assist students' self-assessment. One is for assessing proficiency in meeting teacher-selected standards. One is for assessing proficiency in meeting objectives.
  - For the rubric on standards, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improvement," the second column, "Proficient (Meeting Standard)," and the third column, "Areas of Exceeding Standard." Leave the first and third columns blank. In each row of the second column identify a Standard and indicate a space for noting the evidence for meeting the standard. Include a space at the bottom of the page for assigning points for each column.
  - For the rubric on objectives, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improving toward Objective," the second column, "Proficient (Meeting Objective)," and the third column, "Areas of Exceeding Objective." Leave the first and third columns blank. In the four rows of the second column identify these four objectives:
    - a. Identify important World War II home front locations and organizations in Warrensburg and Johnson County, Missouri and describe their historical significance.
    - b. Describe World War II home front military training, both Army and Navy, in the area, including impacts on higher education.
    - c. Summarize the contributions and volunteerism of local civilians to home front wartime efforts.
    - d. *Optional:* Describe similarities and differences of Warrensburg and Johnson County, Missouri and other Heritage city(s) / World War II home front(s).

Include a space at the bottom of the page for assigning points for each column. See the last photo of this lesson for reference.

## Getting Started: Essential Question

Why was Warrensburg and Johnson County, Missouri chosen as a World War II Heritage City, and what are its similarities and differences to other home front cities?

### Photos



Figure 13: The “Sedalia Skyliners” band. The mural in the background shows elves tampering with an airplane. (Credit: Missouri State Archives - Whiteman Air Force Base Collection)



Figure 14: An open ranks inspection at Sedalia Army Air Field. (Credit: Missouri State Archives - Whiteman Air Force Base Collection)



Figure 15: Aerial photo of facilities at Sedalia Army Air Field in Johnson County, Missouri. (Credit: Missouri State Archives - Whiteman Air Force Base Collection)



Figure 16: Aerial images of airplanes at Sedalia Army Air Field in Johnson County, Missouri. (Courtesy Photo, U.S. Strategic Command)



### Quotation to consider:

“The sky was filled with lightning. The ceiling was roughly . . . and I mean rough. . . pretty close to zero. But, up there, above the overcast, flying on instruments in layers of storm-tossed cloud banks, flew two planes: one, coming in from New York City; the other, from Los Angeles.

I was in one of them. I know that we had been on instruments for hours, ever since leaving Amarillo, in fact. We were forced to climb above oxygen limits to get above the enormous thunderheads blocking our flight path – and we had to fly, too, without benefit of complete radio facilities.

I knew too, that the other plane had encountered much of the same conditions in its trip from New York. Yet, there were both of them, over the field . . . simultaneously. Could this have been pre-arranged? (We would like to have the Commanding Officer (C.O.) think so.) But actually, it is enough to say that both were from Sedalia, and both made good on the difficult instrument approach and the successful landing that is only routine around here. . .”

- “Troop Carrier Pilots Write Drama in Sky” by an SAAF Pilot, *The Sedalia Democrat*, April 30, 1944

## Reading 1: Newspaper Article

*Teacher Tip: For more detailed learning or review about Warrensburg and Johnson County, you may wish to add on pieces from other lessons. [Lesson 1](#) supports students in learning more about the Sedalia Army Air Field to connect to this text. For reading about local Navy training, see Lesson 2. Lesson 3 shares examples of civilian volunteerism, often connected to local service members.*

### First Troop Carrier Command to Celebrate Third Birthday April 30

*The Star-Journal*, April 27, 1945

Sedalia Army Air Field, Warrensburg, Mo. – Vinci Qui Primum Gerit! He Conquers Who Gets There First! This is the motto of the First Troop Carrier Command, whose gallant pilots and crewmen are delivering a knockout punch to the enemy in his homeland.

The word ‘deliver’ can be taken literally, for it is the task of these skilled airmen to carry an army through the sky – paratroopers, glider-borne infantry and supplies that must be dropped to these fighters after they have reached the ground. This was the great task

performed by Troop Carrier Command in Africa, Sicily, Italy, Normandy, Southern France, Holland – and the most recent knockout blow, the dropping of an airborne army of 30,000 men across the Rhine in Germany.

On Monday, April 30, the First Troop Carrier Command celebrates its third birthday and looks back on three years of hard, intense work and experimentation. This youngest command of the Army Air Forces has grown in those three years of hard, intense work and experimentation. This youngest command of the Army Air Forces has grown in those three years from a set of plans on paper to a size greater than the entire AAF in 1941.

At Warrensburg, Mo., is the only First Troop Carrier Command base in the Seventh Service Command, the Sedalia Army Air Field. At this combat crew training station pilots receive three months of rigid training to prepare them for their vital overseas mission.

The job of Troop Carrier is a big one – and a dangerous one. Not only has this hard flying outfit spearheaded practically all of the major invasions since Sicily and carried out vital air supply missions in every war theater throughout the world, but its planes have been ‘angels of mercy’ by evacuating more than 600,000 wounded men from actual combat areas to safer places behind the lines.

Defying danger, Troop Carrier planes fly in combat without arms or armor while subject to enemy fire. The protection of armor would mean more weight on the plane and cut the loading capacity. With heavy loads the transports must fly at minimum air speed and are subject to the mercy of enemy fighter planes if their own fighter protection cannot keep all of them away.

For this reason, Troop Carrier pilots who fly the twin-engined transports, the C-46 and C-47 must be highly trained to take every advantage of flying techniques for their own protection. That training is carried out at Sedalia and other installations of the First Troop Carrier Command.

At Sedalia, pilots and their crews put in long intensive hours of flying, both day and night. They practice the art of pin-pointing the parapacks of supplies they drop to ground forces. They learn the technique of towing gliders, the split-second timing of dropping paratroopers in the “DZ” or drop zone. They learn navigation, instrument flying, the glider ‘snatch pick-up’ and countless other jobs they must be able to perform to perfection.

Flying for Troop Carrier is perhaps not as ‘glamorous’ as with other branches of the AAF. But as a student pilot, a young second lieutenant, recently assigned to the Troop Carrier Command, puts it: ‘Sure, any pilot likes the thrill of flying a small, fast fighter plane with its exceptional maneuverability. But flying a transport plane is a mighty good assignment, too.’

We pilots who have been assigned Troop Carrier sincerely believe we have good records as pilots for it takes skill and perfect judgment to maneuver a big plane, especially when you are under enemy fire without armor.’

These new young pilots should learn their lessons well and have their first-hand knowledge of what they are going to get into in combat, for at Sedalia many of their instructors are overseas veterans – men who are back only recently from active participation in airborne invasions of enemy territory. Brig. Gen. William D. Old, the commanding general of the First Troop Carrier Command, assumed that position last August, shortly after returning from duty in the China-Burma-India theater of war. One of the first pilots ever to fly over the Himalayas, Gen. Old went over the ‘Hump’ to deliver the gasoline for Lt. Gen. Jimmy Doolittle’s famous raid over Tokyo, and as commander of the Provisional Troop Carrier Command led the aerial penetration of Burma in 1944.

Col. Jerome B. McCauley, commanding officer of the Sedalia Army Air Field, flew the lead ship in the Sicilian invasion.

Troop Carrier planes, when not flying over actual combat zones, keep quite busy delivering supplies of all kinds. One pilot in the South Pacific, for instance, was called upon to make payday possible for some troops in Los Negros who had been stranded without pay for several months. They loaded the pilot’s C-47 to the tilt with \$750,000 in small denominations and silver.

In another instance during the North African campaign a Troop Carrier plane came to the rescue in an emergency situation by flying 20,000 rolls of toilet paper from Gibraltar to Tunisia. In Burma a formation of planes took on a load that consisted of 100 Missouri mules, badly needed in that sector. In Yugoslavia a Troop Carrier pilot landed at a small airstrip to evacuate 66 orphaned babies and three nurses to an Italian hospital.

Whatever the job, the Troop Carrier will get it done – whether it be carrying a full load of grim, fighting men behind the fighting lines to deal death and destruction, or to carry out a ‘mission of mercy’ by evacuating wounded men from the combat zones or drop supplies to beleaguered troops. And as always, Troop Carrier gets there. . .

### Questions for Reading 1, Photos, and Quotation to Consider

1. Describe the connection of the meaning of each photo to Johnson County and Warrensburg’s designation as a Heritage City.
2. What was the motto of the First Troop Carrier Command? How did it relate to the importance of their work?

3. What were some of the different types of missions carried out by Troop Carrier Commands?
4. Why was the training at Sedalia Army Air Field critical for the work of Troop Carriers?
5. How did home front contributions in Johnson County and Warrensburg, both of service members and civilians, support the US and the Allies? Consider both information from this text and from past lessons.

## Reading 2: Heritage City Designation

**Excerpt from:** “[House Report 115-998](#), “*To Direct the Secretary of the Interior to Annually Designate at Least One City in The United States as An ‘American World War II Heritage City,’ and for other purposes*” (October 30, 2018)

### “ . . .PURPOSE OF THE BILL

The purpose of H.R. 6118 is to direct the Secretary of the Interior to annually designate at least one city in the United States as an “American World War II Heritage City”.

### BACKGROUND AND NEED FOR LEGISLATION

On December 7, 1941, military forces of the Empire of Japan attacked the U.S. Naval Fleet and ground bases at Pearl Harbor in Hawaii. On December 8, 1941, one day after what President Roosevelt referred to as, “a date which will live in infamy,” the United States declared war against the Empire of Japan. Three days later, on December 11, 1941, Japan's ally, Germany, declared war on the United States. Sixteen million Americans, mostly young working-age men, served in the military during World War II, out of an overall United States population of 113 million.

While an unprecedented number of Americans served in World War II, the country drastically increased its war production on the home front, serving not only the needs of the armed forces of the United States but her allies as well--in what President Franklin Roosevelt called “The Arsenal of Democracy.” The combination of millions serving in the military, during a period of necessary and drastic increases in production, led to significant social changes on the American home front.

The World War II period resulted in the largest number of people migrating within the United States in the history of the country. Individuals and families relocated to industrial centers for good paying jobs out of a sense of patriotic duty. Many industrial centers became “boomtowns,” growing at phenomenal rates. One example, the City of Richmond, California, grew from a population of under 24,000 to over 100,000 during the war. . . .”

## Questions for Reading 2

1. What was the purpose of the bill (H.R. 6118) according to the report?
2. What contributed to the growth of Johnson County and Warrensburg?
3. Why do you think Johnson County and Warrensburg was designated as a World War II Heritage City? Connect details from the bill and evidence from the first reading, and/or other readings from the lessons.
4. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

## Optional Media Activities

1. **Interactive Map and History:** Explore [World War II Heritage of Johnson County & Warrensburg](#) by the City of Warrensburg, Missouri to review and learn more information about key contributions and locations of Johnson County. Students may also use this as inspiration for their culminating activity / mastery project.
2. **Oral History:** Listen to a brief excerpt from [Martin Schlesinger's interview](#) (Library of Congress, Veterans History Project) that describes a few memories from being stationed at Sedalia Army Air Field (from about 4:57 to 8:50). Learn how to analyze interviews as primary sources in this resource: "[Talking with the Past: Oral History.](#)"

## Culminating Activity/Mastery Product

To demonstrate student understanding, support students in creating a final product that meets the following objectives:

- a. Identify important World War II home front locations and organizations in Warrensburg and Johnson County, Missouri and describe their historical significance.
- b. Describe World War II home front military training, both Army and Navy, in the area, including impacts on higher education.
- c. Summarize the contributions and volunteerism of local civilians to home front wartime efforts.
- d. *Optional:* Describe similarities and differences of Warrensburg and Johnson County, Missouri and other Heritage city(s) / World War II home front(s).

Mastery products should be:

... **student-led**; Students work as individuals or in collaborative groups.

. . . **student-directed:** Students are offered a variety of choices for product type.

. . . **student-organized;** Teacher facilitates by providing students with the comparison matrices and/or resource links from throughout the series of lessons.

. . . **student-assessed;** Teacher supports student self-assessment and reflection by providing students single-point rubrics to assess for meeting standards and/or lesson objectives.

Note: Depending on time and scope, the comparison of Warrensburg and Johnson County, Missouri to another WWII Heritage or home front city(s) within the mastery product (objectives) may be omitted. However, comparing cities is recommended, as it connects students to a deeper understanding of the WWII home front.

Examples of mastery product choices include, but are not limited to:

- **Written:** Letter (opinion or informative), essay, poem, narratives, biography, articles, class book or children's book, speech or debate (then presented orally), blog / website, plaque or historical displays, pamphlets or rack cards
- **Graphic Organizers:** timeline, flowcharts, mind or concept content maps, Venn diagrams, comparison matrices, posters
- **Artistic Expression:** song, dance, theater (ex. skits), 3-D models, dioramas, photo journal, stamp and coin designs, visual art, architecture/building or monument, museum design
- **Media design and creation:** podcast, historical markers, social media content, interactive virtual maps or tours, infographics, video, comic strips or graphics, game design, slideshows, digital scrapbook

Please view the [NPS Heritage cities lesson collection](#) for information and resources on other cities.

## Single-Point Rubric

Areas for Improvement	Proficient (Meeting Standard)	Areas of Exceeding Standard
	<b>Standard:</b> _____ Evidence of meeting standard: •	
	<b>Standard:</b> _____ Evidence of meeting standard: •	
	<b>Standard:</b> _____ Evidence of meeting standard: •	
	<b>Standard:</b> _____ Evidence of meeting standard: •	
<b>Points</b>		

Figure 17: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

## Acknowledgment

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