

What Will Remain?

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Objectives

Students will explore the idea of what will remain of present-day structures within the archaeological record once they are no longer utilized by Camp Lejeune. Students will examine structures of the past, and the idea of social change associated with the desegregation of barracks, as well as the future of Camp Lejeune.

Grade Level

Grade 4 and 11

North Carolina Education Standards

Grade 4

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

Grade 11

12.03 Identify and assess the impact of economic, technological, and environmental changes in the United States.

12.04 Identify and assess the impact of social, political, and cultural changes in the United States.

12.05 Assess the impact of growing racial and ethnic diversity in American society.

12.06 Assess the impact of twenty-first century terrorist activity on American society.

Materials

- Architectural photography of Camp Lejeune
- Archival photography of Camp Lejeune and Marines
- Internet access to preview History Channel's *Life After People* series

Time Required

- Approximately 5 – 15 minutes to watch one to three clips from *Life After People*.
- Approximately 1 -2 hours for discussion and/or writing.

Background

February 1941

Camp Lejeune, originally known as Marine Barracks at New River was established. With war raging in Europe and the United States growing more involved everyday, the need for a new Marine training facility became apparent. Marine officers searched the coast from Norfolk, Virginia to Corpus Christi, Texas before deciding that the New River area was the most desirable (Watson 1995:133-134). The new base spanned 110,000 acres, or 170 square miles, and included 14 miles of oceanfront (Onslow County Historical Society 1983:51-52).

April 1941

Initial construction began on the north side of New River between Hadnot Point and French's Creek (Watson 1995:134). The Civilian Conservation Corps assisted with building roads and draining swamplands (Carraway 1946:18-23). As construction progressed and troops began to arrive, the base was renamed Camp Lejeune in honor of Lt. Gen. John A. Lejeune, a World War I veteran and former commandant of the Marine Corps (Onslow County Historical Society 1983:51-52).

June 1941

Those residing in the northern part of the planned base were given an evacuation deadline of June 1, 1941 (*Onslow County News and Views* 1941b) while those in other areas that were not slated for immediate construction had until early fall of that year (*Onslow County News and Views* 1941c). Throughout 1941, the US Navy conducted appraisals of land and structural property across the area planned for the base in order to compensate the owners (*Onslow County News and Views* 1941d). There was also the task of documenting and removing hundreds of graves, some of which were solitary burials and others full-fledged cemeteries, in order to make way for military training. Whites were subsequently re-interred in nearby Montfort Point and blacks in Verona (Onslow County Old Cemetery Society 1997).

After President Franklin D. Roosevelt issued Executive Order 8802 barring discrimination in defense programs in 1941, the first African American troops arrived to train at the Montford Point area of Camp Lejeune (Carraway 1946:51).

1943

Women were trained at the base in nearly all facets of the military (except fighting). The camp hospital was completed in the same year. There was also a dog training school where hundreds of canines were prepared for war duty (Carraway 1946:35-36). Recreational facilities were expanded midway through the war and included nine movie theaters, a stadium, and a 36-hole golf course (Carraway 1946:23-27).

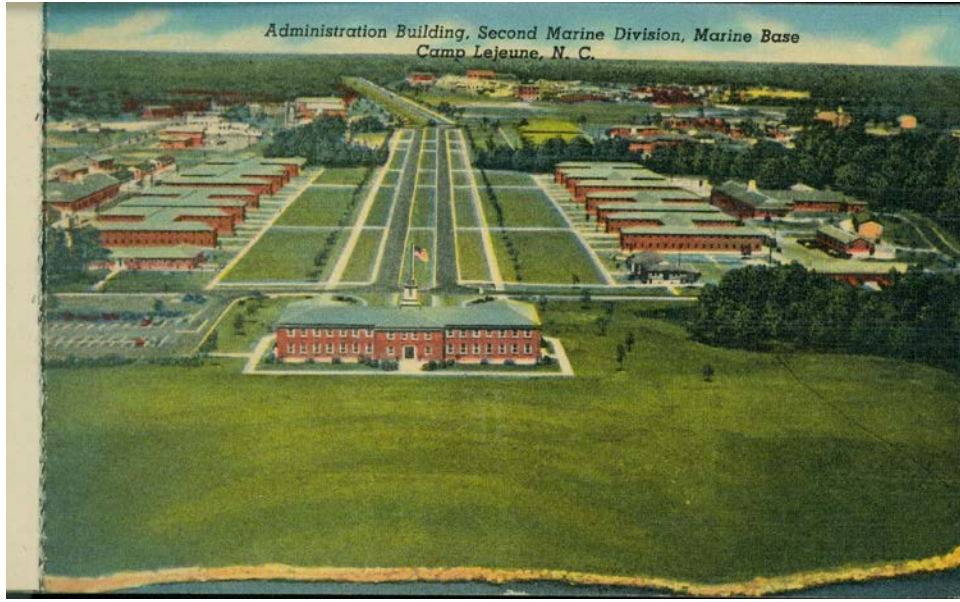


Figure 1. Administration Building.



Figure 1. Base Theatre



Figure 2. Base Theatre postcard.



Figure 3. Building A1



Figure 4. Headquarters, II Marine Expeditionary Force

Procedures

- Provide a brief history of Camp Lejeune, and a physical description of the more historic structures on the camp.
- Ask students what they think these structures would show in the archaeological record 50, 100, 150, etc years from now.
- Give them time to either write down their ideas or have a class discussion.
- Show your students a few clips from *Life After People*.
- Ask your students again what they think these structures would show in the archaeological record.
 - For Grade 4, ask how the camp has been modified over the years from what they can see in archival photography?
 - For Grade 11, ask what they would find in the archaeological record associated with changes in military technology, racial segregation, and how cultural change might appear in the archaeological record?

Teacher Tips

- Remind students to draw from their prior knowledge of segregation and other historical events.
- Remind students to think of the abandoned structures they are familiar with when discussing what the future archaeological record may show.

Additional Resources

- History Channel's *Life After People* series: <http://www.history.com/shows/life-after-people>
- National Trust: Atomic Weapons Research Establishment (AWRE): <http://www.nationaltrust.org.uk/main/w-vh/w-visits/w-findaplace/w-orfordness-history-awre.htm>

Evaluation

Discuss with your students what they learned about the history and architecture of Camp Lejeune. What did they learn about cultural markers and how they may appear in the archaeological record? Begin a discussion about what other areas around the state, country, or world may look like in the archaeological record.