Activity: Cemeteries and Communities: Identifying Local Perspectives during the Construction of an Overseas Military Cemetery

Guiding question:
How did local communities in Luxembourg react to the creation of American overseas military cemeteries and how did the war shape their experiences?

DEVELOPED BY KAAT VANDERJEUGT

Grade Level(s): 9-12
Subject(s): Social Studies
Cemetery Connection: Luxembourg American Cemetery
Fallen Hero Connection: Technical Sergeant Leo Deon Ballegeer
Overview
By using primary and secondary sources students will think critically about the local community and their perspectives about the development of American overseas military cemeteries and discover how their experiences during World War II shaped their perspectives.

Historical Context
On May 10, 1940, the German Army invaded Luxembourg. For the next four years, the German government occupied the country and forced the nation and its people under the rule of the German Reich. American troops liberated the nation on September 10, 1944. During the Battle of the Bulge, the U.S. Army established a temporary burial ground in Luxembourg. After the war, the Grand Ducal Government of Luxembourg granted the free use of the land as a permanent burial ground for American World War II fallen soldiers. Luxembourg American Cemetery became one of the 14 permanent World War II American military cemeteries erected on foreign soil by the American Battle Monuments Commission (ABMC).

Objectives
At the conclusion of this lesson, students will be able to

- Describe different aspects of daily life in Luxembourg during the German occupation (1940-1945); and
- Analyze various perspectives both supporting and opposing the construction of a permanent American military cemetery in Luxembourg.

“When the history of the creation of an overseas military cemetery is told, reference is often made that the land was donated. Rarely there is any deeper understanding about the local perspectives towards the construction of a military cemetery in a specific country. I want students to consider the point of view of the local population.”
—Kaat Vanderjeugt

Kaat Vanderjeugt works as a cemetery associate for the American Battle Monuments Commission (ABMC). She is assigned to Flanders Field American Cemetery in Waregem, Belgium.
Standards Connections

Connections to Common Core

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Connections to C3 Framework

D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Documents Used ★ indicates an ABMC source

Primary Sources

Brochure, Luxembourg American Cemetery, 1950s (excerpt) Luxembourg American Cemetery Archives

"The Cemetery of Hamm [Le Cimetiere de Hamm]," L'Union, 1946 Luxembourg American Cemetery Archives

“The first relocations have been executed [Die ersten Umsiedlungen bereits durchgeführt]," Luxemburger Wort, September 19-20, 1942 National Library of Luxembourg

Letter from the Director of Public Health, May 8, 1950 Luxembourg National Archives (AE-07963)

Letter from Pierre Pescatore (Member of the Department of Foreign Affairs of Luxembourg), March 30, 1953 Archives Nationales Luxembourg (AE-11497)

Map, Luxembourg American Cemetery, March 21, 1951 Luxembourg National Archives (AE-07963)

Map, Luxembourg American Cemetery (property register), c. 1948 Luxembourg American Cemetery Archives

Photograph, “*The American St. Nick*” with his angels arriving at the Wiltz castle in Luxembourg, December 5, 1944
National Archives and Records Administration (111-SC-197739)

Photograph, *American Liberation of Luxembourg, a poster of the Volkswohlfart (People’s Welfare) is being burned by civilians [Amerikaanse bevrijding van Luxemburg, een affiche van de Volkswohlfahrt wordt verbrand door de bevolking], 1944*
NIOD Institute for War, Holocaust, and Genocide Studies (Beeldnummer 5482)

Photograph, *Invasion of German troops in Luxembourg [De intocht der Duitse troepen in Luxemburg], May 10, 1940*
NIOD Institute for War, Holocaust, and Genocide Studies (Beeldnummer 5485)

Poster, *Order about the use of the German Language in the country of Luxembourg [Verordnung über den Gebrauch der deutschen Sprache im Lande Luxemburg], 1940*
German Federal Archives (Plak 003-052-004-T1 and Plak 003-052-004-T2)

Poster, *Order about the introduction of the German criminal law and criminal provisions in the German occupied territories of the Netherlands, Belgium and Luxembourg [Verordnung über die Einführung deutschen Strafrechts und strafrechtlicher Bestimmungen in den deutschen Truppen besetzten Gebieten der Niederlande, Belgien und Luxemburgs], 1940*
NIOD Institute for War, Holocaust, and Genocide Studies (Beeldnummer 106882)

Luxembourg American Cemetery Archives

**Secondary Sources**

★ Cemeteries and Memorials Map
American Battle Monuments Commission

★ Video, Technical Sergeant Leo Deon Ballegeer
ABMC Education
[https://www.youtube.com/watch?v=VveFVLJ4qr8](https://www.youtube.com/watch?v=VveFVLJ4qr8)

★ Video, *Luxembourg American Cemetery*
American Battle Monuments Commission
[https://www.youtube.com/watch?v=A-qpW0altdc](https://www.youtube.com/watch?v=A-qpW0altdc)

★ *World War II: A Visual History*
American Battle Monuments Commission
Materials

- Computer with internet capability for teacher
- Projector and speakers to show video clips
- Cemetery Sources Packet
- Occupation Sources Packet
- Student handouts:
  - Cemetery Sources Graphic Organizer
  - Occupation Sources Graphic Organizer
  - Group Discussion Organizer
  - City Meeting Assignment and Rubric

Lesson Preparation

- Preview and pre-set video clips and Cemeteries and Memorials Map.
- Print one Cemetery Sources Packet and one Occupation Sources Packet for each group of three to four students.
- Print one copy of each of the following for each student:
  - Cemetery Sources Graphic Organizer
  - Occupation Sources Graphic Organizer
  - Group Discussion Organizer
  - City Meeting Assignment and Rubric

Procedure

Introduction (10 minutes)

- Show the Luxembourg American Cemetery video as an introduction for students. Ask students the following questions:
  - Where is this cemetery located? Who is buried in this cemetery? How many men and women are buried there? When did these men and women die? In what battles or campaigns did these servicemembers die? Who do you think maintains these sites?
  - Teacher Tip: Use the Cemeteries & Memorials Map to familiarize students with the location of the cemetery.
Activity One: Construction of Luxembourg American Cemetery (45 minutes)

- Go to the World War II interactive timeline. Click “enter,” “1945,” and then “Ardennes-Alsace Campaign.”
  - Explain to the students that the Battle of the Bulge, also known as the Ardennes Offensive, started on December 16, 1944 in the Ardennes, an area on the border between Germany, Belgium, and Luxembourg. It lasted until January 25, 1945, and was the last major German offensive during World War II. German losses are estimated at 125,000 with the Allied casualties just slightly lower.
- Introduce Technical Sergeant Leo D. Ballegeer by playing his eulogy video.
  - Reinforce that Ballegeer died on December 21, 1944 during the Battle of the Bulge in Luxembourg. He was first listed as Missing in Action. When his body was found, he was buried at the temporary cemetery in Hamm, Luxembourg. Later this site became the permanent Luxembourg American Cemetery. The cemetery has been in operation since December 29, 1944.
- Divide class into groups of three to four students each.
- Distribute one copy of the Cemetery Sources Packet to each student group and provide each student with a Cemetery Sources Graphic Organizer.
- Direct students to divide up the documents from the Cemetery Sources Packet to analyze.
- Ask each student to analyze his or her documents and then fill in the corresponding row in the Cemetery Sources Organizer. Circulate and answer questions as needed.
- Direct students to share their sources with other members of their group to complete the graphic organizer.
- Distribute a copy of the Group Discussion Organizer to each student. Ask students to discuss and complete this chart.

Activity Three: Life in Luxembourg under Nazi-occupation 1940-1945 (45 minutes)

- Take a step back in time with the students. Explain to the students that you have looked upon the creation of the U.S. military cemetery but in order to fully understand the emotions of the local population, the students need to be aware of the circumstances during the German occupation from 1940 to 1945 in Luxembourg.
- Distribute one copy of the Occupation Sources Packet to each group.
- Direct students to divide up the documents from the Occupation Sources Packet.
- Ask each student to analyze his or her document and then fill in the corresponding row in the Occupation Sources Graphic Organizer. Circulate and answer questions as needed.
- Direct students to share their sources with other members of their group to complete the graphic organizer.
- Return to the Group Discussion Organizer. Ask students to add new insights gleaned from the second set of primary sources.
**Assessment**

- Distribute the City Meeting Assignment and Rubric.
- Assign a character to each student and instruct them to write a letter to the Mayor of Luxembourg City as that person.
- The City Meeting Assignment Rubric can be used to evaluate this task.

**Methods for Extension:**

- Teachers could choose to hold a simulation City Council meeting set in 1948 to discuss the proposal of the cemetery and vote on the final decision.
- Students can use the Luxembourg American Cemetery Website to learn more about the cemetery and search for those buried there.
- Students with more interest in the Battle of the Bulge can study the battle in preparation of the lesson.
- Teachers can share information about the German casualties who fell during the Battle of the Bulge and are also buried nearby.
- Teachers can enhance students’ interest in the role of cemeteries and memorialization by exploring these related lesson plans on ABMCEducation.org:
  - Analyzing How Sacrifice is Memorialized
  - Design a Battle Monument
  - Honoring Sacrifice: Examining Why Dutch People Have Adopted the Graves of American Service Members
  - War and Remembrance: An Examination of Cemeteries and Collective Memory
  - Who’s Who and Why?: Examining the Sculptures at Lorraine American Cemetery

**Adaptations:**

- Teachers can add more or less information to the photographs and other documents.
- Teachers can add guiding questions for the analysis of photographs and documents.
Excerpts from the article translated into English:

Despite the rainy weather during the months of July and August they were able to register over 10,000 persons per week, of which a great number were from Luxembourg; who always visit to put flowers on the headstones.

Of the 8,400 headstones almost 4,000 have been adopted by Luxembourgers.

According to Colonel Davis, the administration found a lot of financial support from the officials and businesses of Luxembourg. Mr. John J. Ernester, executive secretary of the Chamber of Commerce of the United States in Luxembourg helped greatly by assisting in the organization of the ceremonies which requested the presence of Luxembourg organizations. The excellent Memorial Day program was in big part thanks to his efforts.

The beautiful flower beds in the cemetery of Hamm, which are some of the most beautiful in Europe, were

arranged with the advice and help of Mr. Alph. Beffort, senior gardener in charge of the city of Luxembourg. Thanks to him and to the generosity of Mr. Nicolas Anzia, president of the Fédération Horticole Professionnelle Luxembourgeoise, who donated a magnificent selection of rose bushes to the cemetery.

A big number of mechanics from Luxembourg-City also delivered material for the cemetery.

The friendly relations between the authorities of the cemetery and the peoples from Luxembourg, were forged by his Excellency, Mr. George P. Waller. In his capacity as Chargé d’Affaires of the United States to Luxembourg, Mr. Waller took note of the Luxembourgers and the devotion they have towards the military cemetery.
American labor troops and German prisoners worked together to lay the pathways among the (approximately) 24 rectangular plots existing at the time. For this single project, over nine hundred truckloads of coarse stone were hauled from the nearest source then in operation, a quarry near Esch-sur-Alzette.

On 12 April 1946, Mr. R. Warren Davis arrived on assignment from A.G.R.C. and became the first Superintendent of the cemetery. Officers and enlisted men were shifted progressively elsewhere, the P.O.W.'s were also moved, and a local labor crew came into being.

During 1946-47, the main activities consisted of establishing lawns, planting flower beds, removing unneeded structures, improving roads and paths, and restoring those areas of the woods which had been damaged by military personnel and equipment.

The administrative staff continued to put all records in order, to establish grave locator files, and process numerous applications for grave adoption. The grave adoption program may have served some useful purpose, but human abuses were notable. In this community, for example, few asked to adopt a protestant or Jewish grave, none adopted an unknown. Moreover, the only graves to be adopted at all were those where the "dog tag" on the marker also bore the deceased's home address. It is our opinion that the scheme should never have been encouraged.

The nearby German Military Cemetery, then comprising some 6-8,000 graves, was also placed under our responsibility, doubling the task of grounds maintenance and the annual repainting of grave markers.

Unlike France, where the prior existence of World War I American cemeteries had established a modus operandi, Luxembourg was experiencing for the first time our non-combat activity and we were frequently hindered by officials who, while cordial, were unable to interpret existing regulations in our favor. Thus, we had literally to smuggle supplies - even paint for the grave markers - for a considerable period before reasonable importation arrangements could be worked out.

In 1947, the Superintendent was also charged with the temporary cemetery at Foy, near Bastogne, comprising 3,700 graves.
Cemetery Sources Packet: Source Three

Map, *Luxembourg American Cemetery* (property register), c. 1948

*Luxembourg American Cemetery Archives*
Cemetery Sources Packet: Source Three

Map, Luxembourg American Cemetery, March 21, 1951
Archives Nationales Luxembourg (AE-07963)
Cemetery Sources Packet: Source Four

Letter from the Director of Public Health, May 8, 1950

Archives Nationales Luxembourg (AE-07963)

Excerpts from the letter translated in English:

Returned to the minister of Public Health with the following advice:

The construction of the American military cemetery of Hamm has caught the attention of the technical services of the Public Health department, since the cemetery is located in the zone of origin of one of the most primary potable water resources for the city of Luxembourg (Water source of Pulvermühl).

For security reasons this source has been deviated and has been under observation for two years. No complaints were confirmed.

With this in mind I would like to formulate a condition in case of future constructions which might be executed at the military cemetery. Deep constructions should be avoided (e.g. drilling, lost wells, etc.) which might infect the underground water surface.

To obtain this guarantee, the following phrase should be added to Article II of the Agreement:

“For deep drillings executed for whatever reason the American authorities will demand the opinion of the Luxembourg authorities in charge.”

Otherwise I don’t see any other difficulty in relationship to the public health.


Signed the director of Public Health
Cemetary Sources Packet: Source Five
Brochure, Luxembourg American Cemetery, 1950s (excerpt)
Luxembourg American Cemetery Archives

Context: Pictures of a local tradition which started in 1945. After the Sunday of Passion (Palm Sunday) in church, locals go to the American military cemetery to pay their respects to the American soldiers.

De 7. Abröl 1946 war um Kirfecht de’ traditionnell Feier vun den Hämmer Leidd fir de’ amerikanesch Zaldoten.

On the 7th of April 1946, took place the traditional commemoration on the Sunday of Passion of the people of Hamm for the American soldiers.

Le 7 avril 1946, Dimanche de la Passion, la population de Hamm a organisé sa traditionnelle cérémonie en l’honneur des soldats américains.
Cemetery Sources Packet: Source Six
Letter from Pierre Pescatore (Member of the Department of Foreign Affairs of Luxembourg), March 30, 1953
Archives Nationales Luxembourg (AE-11497)

Translation:
Visit of Colonel Falks
(American War Monuments Commission)
April 1, 1953

The administration of Bridges and Roads (Mr. Ferd. Kinnen, Engineer and M. Iwan Mergen) have had preliminary discussions with Mrs. Maurice Pescatore, in the light of the purchase of certain lands which will serve to build a new access road to the cemetery. The plans are already made and will be submitted to the Minister of Foreign Affairs.

Since the reaction of Mrs. Pescatore was negative, the American administration would like that a person ‘higher in charge’ go to negotiate with the owner to reach an agreement.

Mr. Kinnen agrees to assist with the meeting the 1st of April if it is necessary.

Signed Pescatore, March 30, 1953
Occupation Sources Packet: Source One

Photograph, *Invasion of German troops in Luxembourg* [De intocht der Duitse troepen in Luxemburg], May 10, 1940
NIOD Instituut voor Oorlogs-, Holocaust- en Genocidestudies, the Netherlands (Beeldnummer 5485)
**Occupation Sources Packet: Source Two**

**Poster, Order about the Introduction of German Criminal Law and Criminal Provisions in the German Occupied Territories of the Netherlands, Belgium, and Luxembourg (Verordnung über die Einführung deutschen Strafrechts und strafrechtlicher Bestimmungen in den deutschen Truppen besetzten Gebieten der Niederlande, Belgien und Luxemburgs), 1940**

NIOD Instituut voor Oorlogs-, Holocaust- en Genocidestudies, the Netherlands (Beeldnummer 106882)
Occupation Sources Packet: Source Two Translation

Poster, Order about the Introduction of German Criminal Law and Criminal Provisions in the German Occupied Territories of the Netherlands, Belgium, and Luxembourg [Verordnung über die Einführung deutschen Strafrechts und strafrechtlicher Bestimmungen in den deutschen Truppen besetzten Gebieten der Niederlande, Belgien und Luxemburg], 1940

NIOD Instituut voor Oorlogs-, Holocaust- en Genocidestudies, the Netherlands (Beeldnummer 106882)

Excerpts from the poster translated into English:

Order

About the introduction of the German criminal law and the criminal law provisions in the German occupied territories of Belgium, the Netherlands and Luxembourg.

By the authorization of the Supreme commander of the German Army we dictate the following:

§2

Travelling out of the German occupied territories of the Netherlands, Belgium or Luxembourg can only be allowed by the local Field or Region Commanders in charge.

§3

Every transport of unauthorised persons with war or civil prisoners, who fall under the supervision and care of the German Wehrmacht or civil servants, will be punished.

§4

Gatherings on streets or public squares, the planning, holding or participating in public meetings or manifestations, the distribution and printing of leaflets will be punished. Exceptions to this article may be allowed by the local commander in charge. Every act of hostility towards the occupying power will be punished.

§5

Whomever will stop working, with the intention of damaging the interest of the German occupation, or who will force other persons to strike or will try to prevent from working, will be punished.

§6

Whomever will publicize messages in newspapers or magazines, which could be harmful for the German Empire, or of which the publicizing is forbidden by the Military Government, will be punished.

§7

Whomever will listen to non-German radio-broadcastings, whether in public or communal, or who creates the opportunity to do this, will be punished.

Exceptions are the non-German channels which are allowed by the German Military Government in a public notification.

§8

Whomever will distribute anti-German radio-messages or any form of anti-German messages will be punished.

The commander in charge of the Army group
Occupation Sources Packet: Source Three

Poster, Order about the use of the German Language in the country of Luxembourg [Verordnung über den Gebrauch der deutschen Sprache im Lande Luxemburg], 1940

German Federal Archives (Plak 003-052-004-T1 and Plak 003-052-004-T2)
Occupation Sources Packet: Source Three Translation

Poster, Order about the use of the German Language in the country of Luxembourg [Verordnung über den Gebrauch der deutschen Sprache im Lande Luxemburg], 1940

German Federal Archives (Plak 003-052-004-T1 and Plak 003-052-004-T2)

Excerpts from the poster translated into English:

Order

About the use of the German language in the country of Luxembourg
The language of the country of Luxembourg and its inhabitants is as of now German.
§1
The official language is exclusively German.
§2
In all the schools education will be done in the German language.
In Public Schools French will be eliminated as a subject. In higher education French will be educated further.
§5
For road- and street signs and direction signs the inscriptions and location names are only allowed in German.
§8
Offenses against this order will be met with prison sentences or fines.
§9
The order comes into effect the day it is announced.
Namesigns of firms, houses as well as the street and road signs … should be changed latest by September 30, 1940.

Luxembourg August 6, 1940
Head of the Civil Administration for the country of Luxembourg
Gauleiter Gustav Simon
“Living under German occupation during the war was indeed hard, but Luxembourgers couldn’t complain about being short of money. We had plenty of German Deutschmarks, but there was very little to spend it on, and anything worth buying was soon snapped up.”

“On top of that was rationing. Ration tickets were issued each month and the German authorities kept us on a very strict quota. The weekly ration per person was 500 grams of black army bread, 100 grams of white bread, 200 grams of meat, 125 grams of butter, sugar, flour, pasta and coffee substitute. For bread weighing 1 kilogram, for instance, we had to hand over two tickets of 500 grams.”

“As the war went on, food and goods became more and more scarce. The reserves slowly ran out, with soap, coffee and flour, tobacco, nails and leather, yarn and wool, shoes and clothing gradually disappearing from the shop shelves. I well remember how the shortages affected my own family. It wasn’t much fun for my mother having to wash clothes with some sort of soap substitute.”

“Then suddenly, as the seven o’clock train thundered by, the kitchen door opened and in came the man they were waiting for, Mr. Birebam. His job was to weigh the slaughtered animals, note their weight and pass on the information to the food office, where the weights were registered. This office would then issue meat tickets according to the weights of the meat submitted, with fewer tickets being given for animals weighing a lot and more tickets for animals weighing less. It didn’t pay to register too much meat. If you did, you could end up with no meat tickets for months on end, sometimes even up to a year. We all ended up playing a sort of game, trying to trick the weighing master.”

“My father placed the first quarter on the scale. Mr. Bireman peered over his glasses, counted the kilos and noted the weight. And so it went on until all four quarters had been weighed. The front quarters weighed about 18 kilos and the hind 20 kilos. The man from Roods shook his head. He couldn’t understand why the pig wasn’t heavier with those lovely big hinds. He looked at my father suspiciously and asked him to weigh the head.”

“Father was taken aback and tried to take Mr. Birebam’s mind off the pig’s head, explaining that the head was only meant for aspic anyway and wasn’t worth the trouble. But the weighing master became suspicious and insisted on the head being weighed. Father added the weights in a hurry: one, two, three kilos, but nothing happened, not even a flicker of the needle. Then, almost in a panic, he added another kilo, which made it four, far too much anyway for a pig’s head, but still the scale didn’t register. The head weighed nothing!”

“What the devil is the meaning of this?” screamed Mr. Birebam. Father, clearly rattled, started again, even more hurriedly than before, but with no more luck.”

“The weighing master slowly removed his glasses and looked straight at my father: ‘You’re cheating, aren’t you?’”
Excerpts from the article translated into English:

**Title:** The first relocations have been executed

After the events of the past few weeks it has been noted that the population of Luxembourg has understood the transformation of the last two years and supports this with great majority...The few cases in which followed nation-compliant followed anonymous enemy-paid obscurants can not take away the unified attitude of the decisively major.

Today, the different nationalities of the German motherland are gathered under National Socialism and united to the greatest enemy. The border areas must have the same unambiguous unity. The back of the border must be free and secure. Therefore, those living there should truly feel German and loyal to the Empire. All thought-provoking unreliable elements must reckon that they will be relocated to the interior of the Greater German habitat as part of the consolidation and securing of the border. The first relocation transports have already left Luxembourg in recent days.

As people of German blood, the resettlers will remain our people and will not become strangers delivered to Western folklore. Within the German habitat they have the opportunity in new surroundings to develop into loyal and valuable members of the German national community. For 2 years they had plenty of opportunity to do so. But they did not want to break away from their old chains. They did not bring with them the willingness to become a reliable link in the chain of the nationalist defenses in the West. They have reduced their national value to personal satisfaction, thus attesting that they can not make a positive contribution to the development in Luxembourg.

The resettlement, viewed in these circumstances, means only a safety and educational measure, which is to be understood from the Gauleiter's deep responsibility to the entire nation. Like all its actions, it is ultimately dictated solely by the constant concern for the welfare of the German people in Luxembourg and not an act of retribution or revenge. Nor is it a dishonest punishment, but it only takes place in order to save German nationals from being driven into them by the machinations of irresponsible, enemy-paid elements.

It is unavoidable for some that this will be felt heavy, but the responsibility for this falls back to those who, as wiretaps in the background, were willing to inflict harm on their own fellow citizens, thereby hurting themselves and all concerned badly.
Occupation Sources Packet: Source Six

Photograph, “The American St. Nick” with his angels arriving at the Wiltz castle in Luxembourg, December 5, 1944
National Archives and Records Administration (111-SC-197739)

Historical Note: Saint Nicolas Day is a festivity for children in the Low Countries (Belgium, Netherlands and Luxembourg). The figure is comparable to Santa Claus. On the night before December 6, he leaves gifts for children who will find them the moment they wake up. Normally he is accompanied by his white horse and his helpers.
Occupation Sources Packet: Source Seven

Photograph, American Liberation of Luxembourg, a poster of the Volkswohlfart (People’s Welfare) is being burned by civilians (Amerikaanse bevrijding van Luxemburg, een affiche van de Volkswohlfahrt wordt verbrand door de bevolking), 1944

NIOD Institute for War, Holocaust, and Genocide Studies (Beeldnummer 5482)
# Cemetery Sources Graphic Organizer

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<thead>
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<th>Source Type</th>
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<th>What does this document tell you about the relationship between Americans and Luxembourgers?</th>
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## Occupation Sources Organizer

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<th>Source Type</th>
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<th>What information does the source reveal to you?</th>
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## Group Discussion Organizer

<table>
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<th>Feelings opposed to the creation of a cemetery</th>
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City Meeting Assignment

On February 12, 1948, the City Council of Luxembourg City will meet to address the construction of the permanent Luxembourg American Cemetery in the community of Hamm. Since December 29, 1944, American and German soldiers have been buried on that site. The City Council meeting is open to the public and locals can share their ideas in advance by sending a letter to their City Government.

Go back in time and place yourself in the mindset of one of the following citizens, living in Luxembourg in 1948. How would he/she have felt about the construction of Luxembourg American Cemetery? Share your thoughts with the City Council by using what you have learned about the cemetery and the years of German occupation in Luxembourg during World War II. Use at least three reasons from the sources used in the lesson to support your point of view.

☐ Victor - born in 1912, from Vianden and member of the Lëtzebuerg Volleksegioun resistance group during World War II. The Germans arrested him in 1942 and sent him to the concentration camps of Hinzert and Lublin until liberation in March 1944.

☐ Henriette - born in 1916, from Wiltz. Her six-year-old daughter Jeanine died during the Allied bombardements during the Battle of the Bulge in January 1945.

☐ Marcel - born in 1898, from Munsbach. His 18-year-old son Joseph had to enlist in the German Army in 1943 and died on the Eastern Front. His body was never found.

☐ Madeleine - born in 1921, from Beaufort. In May 1941 she had to register for the Reich Labor Service Reichsarbeitsdienst and worked as a governess for a German family during World War II.

☐ Jacques - born in 1892, from Luxembourg-City. He was born in Germany and worked in the office of Civil Administrator Gauleiter Gustav Simon during World War II. He left Luxembourg in early September 1944 and returned after the war ended.

☐ Josephine - born in 1928, from Dudelange. She was a member of the League of German Girls Bund Deutscher Mädel, and studied to become a teacher during World War II.
# City Meeting Assignment Rubric

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<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Emerging</th>
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<tbody>
<tr>
<td><strong>Reasoning with the references to the sources</strong></td>
<td>Letter takes a stand and the argument is supported with more than three reasons.</td>
<td>Letter takes a stand and the argument is supported with two reasons.</td>
<td>Letter takes a stand and the argument is supported with one reason.</td>
<td>Letter is a summary of sources and does not contain an argument.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Letter shows a deep understanding of Luxembourg in World War II and the complexity of the debate over the construction of an overseas military cemetery. Contains no historical errors.</td>
<td>Letter shows an understanding of Luxembourg in World War II and the debate over the construction of an overseas military cemetery. Contains only minor historical errors.</td>
<td>Letter shows a basic understanding of Luxembourg in World War II and the debate over the construction of an overseas military cemetery. Contains historical errors.</td>
<td>Letter shows a minimal or no understanding of Luxembourg in World War II and/or the debate over the construction of an overseas military cemetery. Contains major historical errors that impede understanding.</td>
</tr>
<tr>
<td><strong>Professional Product</strong></td>
<td>Letter is coherent and convincing with no spelling or grammatical mistakes.</td>
<td>Letter is coherent and convincing with few spelling or grammatical mistakes.</td>
<td>Letter is generally coherent and convincing with some spelling or grammatical mistakes.</td>
<td>Letter lacks coherence and a clear reasoning. There are several spelling or grammatical mistakes.</td>
</tr>
</tbody>
</table>