Activity: Who’s Who and Why?: Examining the Sculptures at Lorraine American Cemetery

Guiding question:
How can we make the sculptures of Lorraine American Cemetery more representative of the Fallen Heroes resting there?

DEVELOPED BY PREN WOODS

Grade Level(s): 6-8
Subject(s): Social Studies, English / Language Arts
Cemetery Connection: Lorraine American Cemetery
Fallen Hero Connection: Private First Class Johnny Akimoto
Private Victor Akimoto
Private Chester Lane
Second Lieutenant Richard Paul Padgett
Private Moses Vanderhorst
Overview

In this lesson, students will look at five principal sculptures at Lorraine American Cemetery in France. Initial discussions will center on why these sculptures were chosen. After teaching on the purposes and design of Lorraine as well as the fallen heroes buried there, students will have a second discussion that centers on making the sculptures more culturally relevant.

Historical Context

Lorraine American Cemetery was dedicated in 1960 for those who, according to President Dwight D. Eisenhower “gave their lives that France and Western Europe might live in freedom and peace.” The dead of World War II crossed all lines—political, social, racial, economic, and gender. The outside of the chapel at the cemetery prominently features a sculpture St. Nabor, the patron saint of the town of Saint-Avold where Lorraine American Cemetery is located. St. Nabor was a martyr who refused to renounce his belief in Christianity. Such a selfless act typifies the fallen heroes of Lorraine American Cemetery—heroes who could have made a choice to not be a part of “the eternal struggle for freedom.”

The heroes buried at Lorraine American Cemetery include five Medal of Honor recipients, 30 sets of brothers, and 11 women, as well as religious and racial minorities. This diverse demographic representation begs the question about why certain sculpture choices were made. There is an irony in the inclusion of the diverse fallen heroes; and yet, no sculpture pieces which reflect that diversity.

All American Battle Monuments Commission cemeteries feature sculptures and chapels as a way to honor and remember those buried and memorialized within the cemetery. This lesson asks students to examine the sculptures and decide if they represent five men (Private First Class John Akimoto, Private Victor Akimoto, Private Chester Lane, Second Lieutenant Richard Paul Padgett, and Private Moses Vanderhorst) who are buried there.
Objectives

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

• Hypothesize about why the present four sculptures in the chapel were chosen;
• Present new choices which update the sculptures and justify those choices; and
• Discuss how historical factors can influence architectural design.

Standards Connections

Connections to Common Core

CCSS.ELA-LITERACY.RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Connections to C3 Framework

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.

Documents Used ★ indicates an ABMC source

Primary Sources
none

Secondary Sources
Fallen Hero Profile: Private First Class John Akimoto ★
American Battle Monuments Commission
http://abmceducation.org/understandingsacrifice/soldier/john-akimoto
Fallen Hero Profile: Private Victor Akimoto ★
American Battle Monuments Commission
http://abmceducation.org/understandingsacrifice/soldier/victor-akimoto

Fallen Hero Profile: Private Chester Lane ★
American Battle Monuments Commission
http://abmceducation.org/understandingsacrifice/soldier/chester-lane

Fallen Hero Profile: Second Lieutenant Richard Paul Padgett ★
American Battle Monuments Commission
http://abmceducation.org/understandingsacrifice/soldier/richard-padgett

Fallen Hero Profile: Private Moses Vanderhorst ★
American Battle Monuments Commission
http://abmceducation.org/understandingsacrifice/soldier/moses-vanderhorst

*Lorraine American Cemetery Visitor Booklet ★
American Battle Monuments Commission

*Lorraine American Cemetery Visitor Brochure ★
American Battle Monuments Commission

*Lorraine American Cemetery Video ★
American Battle Monuments Commission
https://www.youtube.com/watch?v=23HK0ei9u7s

Materials

• Access to computer to show videos
• Fallen Hero profiles for Private First Class Johnny Akimoto, Private Victor Akimoto, Private Chester Lane, Second Lieutenant Richard Paul Padgett, and Private Moses Vanderhorst
• Photographs of Saint Nabor (outside chapel shot) and a photograph of four sculptures (inside chapel shot)
• *Lorraine American Cemetery Visitor Brochure
• *Lorraine American Cemetery Visitor Booklet (for older or more advanced readers)
• *Lorraine American Cemetery video
• Rethinking the Sculptures
• Culminating Assessment
• Assessment Rubric for Presentation
Lesson Preparation

- Make sure the classroom has the capability to show the YouTube videos or work out an alternative.
- Arrange students into groups of four to five students for discussion purposes.
- Project images of the photographs of Lorraine American Cemetery for class viewing.
- Make one copy of each of the materials *Lorraine American Cemetery Visitor Brochure* for each group. If desired for older or more advanced readers, make one copy of the *Lorraine American Cemetery Visitor Booklet* for each group.
- Cue the *Lorraine American Cemetery* video.
- Make one copy of the remaining materials (Rethinking the Sculptures, Culminating Assessment, and Assessment Rubric for Presentation) for each student.

Procedure

**Activity One: Characteristics of Fallen Heroes (45 minutes)**

- Arrange students into group of four to five students each.
- After teaching a unit on World War II, the teacher will pose the question: *What kind of traits did these soldiers need to possess, given the obstacles they faced?* Responses could include the *courage* to leave home, the *strength* needed to complete physical training, the *bravery* to face combat or disease, etc.
- Make a list of characteristics on the board and tell students that there are several American overseas cemeteries that honor our fallen heroes.
- To emphasize both the importance of these traits and the impact of World War II, the teacher will write on the board: *The trait of ________________ was critical because it helped win the war. And without that win, we would be _______________________________.*
  - *Teacher Tip:* The teacher will provide the initial example of what could go in both blanks. The responses can range from very simplistic to highly sophisticated.
- Introduce Lorraine American Cemetery as one of the overseas military cemeteries and look at the sculptures there in connection with the student generated list about characteristics traits. The teacher will:
  - Project two images of sculptures to the students;
  - Use the slides to explain who the statues are portraying; and
  - Ask student groups to discuss (and report out) why they think these sculptures were chosen. Students are encouraged to think about how these sculptures reflect what is on their characteristic trait list.
• Distribute one *Lorraine American Cemetery Visitor Brochure* to each group. For older or more advanced students, you can choose to use the *Lorraine American Cemetery Visitor Booklet*.

• Assign each group to review the Fallen Hero profile and watch the eulogy of one of the following:
  ◦ Private First Class Johnny Akimoto
  ◦ Private Victor Akimoto
  ◦ Private Chester Lane
  ◦ Second Lieutenant Richard Paul Padgett
  ◦ Private Moses Vanderhorst

• Ask students to reconsider their previous answers (why these sculptures were chosen) in view of these men. It is important that the teacher tracks how answers may have changed based on this new information.

**Activity Two: Reconsidering the Sculptures (45 minutes)**

• Assign students into groups of four or five students (based on teacher discretion, this could be the groups from the previous day or new groups).

• Distribute one copy of the Rethinking the Sculptures worksheet to each student. Give students electronic or printed access to the five Fallen Hero profiles (Private First Class Johnny Akimoto, Private Victor Akimoto, Private Chester Lane, Second Lieutenant Richard Paul Padgett, and Private Moses Vanderhorst) used in the previous lesson and ask students to work cooperatively to complete the tasks on the sheet.

• Challenge students to list sculpture choices that reflect better the diversity of the Fallen Heroes buried there by using the Rethinking the Sculptures worksheet.
  ◦ Circulate the room as students discuss with each other and complete the chart.
  ◦ Call on students to discuss some of their choices, provide justifications for those choices, and explain how those choices changed after getting more information on who was buried at Lorraine.

**Assessment**

• Distribute one copy of the Culminating Assessment and Assessment Rubric for Presentation to each student.

• Student groups will have to present five sculptures to the Chair of the Arts Commission (their teacher) in a two to three minute speech that addresses the importance of World War II to our lives today and how their sculpture choices pay due tribute to the fallen heroes in the Lorraine American Cemetery. In their presentation, student groups will have to state specific societal,
cultural, and political considerations which influenced their sculpture choices. At this hearing, each group should plan for a student member to be a voice of dissent that raises questions about some (or all) of these choices.

- The presentations can be assessed using the Assessment Rubric for Presentation.

**Methods for Extension**

- Students can research the sculpture and architectural choices of other overseas American military cemeteries and provide justifications for new ones.
- Students can research and discuss the controversies which surrounded the creation of the Vietnam War Memorial and the 9/11 Memorial.
- Students can have a debate about what future students might say about the Lorraine American sculpture choices in the year 3000. This can facilitate a discussion on how the students believe the world is changing and what forces are responsible for that change.
- Students can come up with a new sculpture choice that corresponds to the role of the existing ones. For example, St. Nabor was a martyr. Students would select a martyr. Students would choose a monarch for King David, an emperor for Constantine, and a fictional character for King Arthur. Students would still be required to provide justifications.
- Students can research what is required to be a Medal of Honor recipient. Students can write up whether requirements should be revisited.
- Students can come up with new (original and existing) quotes for the sculptures.
- Students can create a storyline about the sculptures in the chapel (i.e., explain what is going on).
- The American Battle Monuments Commission maintains U.S. military cemeteries overseas. These cemeteries are permanent memorials to the fallen, but it is important that students know the stories of those who rest here. To learn more about the stories of some of the men and women who made the ultimate sacrifice, visit www.abmceducation.org/understandingsacrifice/abmc-sites.

**Adaptations**

- Teacher can allow for groups to choose only one sculpture to replace.
- Teacher can allow students to create a gallery of visual images with new sculpture choices with captions which justify their choice. This can be displayed in the classroom.
- Teacher could allow English language learners, working with other students, to provide justifications and/or visual descriptions in two languages.
- Teacher could provide translations of multimedia resources.
- Teachers can orally record any written document so students can play back and repeat as needed.
Rethinking the Sculptures

Based on what you know about the sculptures at Lorraine American Cemetery and the Fallen Heroes:

1. Place an “X” in the box if you think the present sculptures capture the spirit of the fallen hero.

<table>
<thead>
<tr>
<th>Fallen hero</th>
<th>King David</th>
<th>Emperor Constantine</th>
<th>George Washington</th>
<th>King Arthur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private First Johnny Akimoto</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Victor Akimoto</td>
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<tr>
<td>Private Chester Lane</td>
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</tr>
<tr>
<td>Second Lieutenant Richard Paul Padgett</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Moses Vanderhorst</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Choose three of the following Fallen Heroes (only one Akimoto brother) and explain in 1-2 sentences how at least one sculpture captures the spirit of each of your three selected Fallen Heroes. You must use three different sculptures in this part.

3. Explain which sculpture least represents the spirit of the Fallen Heroes and which Fallen Hero seems to be least represented by the sculptures. In your explanation, be sure to explain what social and/or historical factors might account for this.
4. In groups, look at the Lorraine American Cemetery Visitor Brochure again. Think about the different groups who are buried and memorialized in Lorraine. Talk about them. Which groups are missing from the sculptures?

5. Your group now is to list an appropriate sculpture for each of the five Fallen Heroes and report out to the class. For an extra challenge, your group can do the following: Who is someone, who is not a member of any of the mentioned racial, religious, or gender groups, who could represent the Fallen Heroes?

a. How do you think the public would respond to these new choices? Be detailed in your response by providing specific examples of people groups who might find some of your choices objectionable and/or favorable.

b. How does the present political climate (i.e., current events) impact your choices?
Culminating Assessment

Student groups will have to present five sculptures to the Chair of the Arts Commission (their teacher) in a two to three minute speech that addresses the importance of World War II to our lives today and how their sculpture choices pay due tribute to the fallen heroes in the Lorraine American Cemetery.

• In your presentation, be sure to state specific societal, cultural, and political considerations which influenced their sculpture choices.

• At this hearing, each group should plan for a student member to be a voice of dissent that raises questions about some (or all) of these choices.

Student groups will have thirty minutes to prepare before presentations begin.

This is the minimum expectation. Student groups will be encouraged to have visuals, appropriate music, etc. to enhance the presentation.
# Assessment Rubric for Presentation

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Justification</strong></td>
<td>Student group makes a strong connection between new sculpture piece and facts of World War II, the cemetery, and the Fallen Heroes</td>
<td>Student group makes a strong connection between new sculpture piece and two of the following: the facts of World War II, the cemetery, and the Fallen Heroes</td>
<td>Student group makes a weak connection between new sculpture piece and only one of the following: the facts of World War II, the cemetery, and the Fallen Heroes</td>
<td>Though a new sculpture piece is presented, there is no justification given.</td>
</tr>
<tr>
<td><strong>Historical connection</strong></td>
<td>Student presentation noticeably references historical factors (at least two) which could explain a societal push for new sculptures</td>
<td>Student presentation references only one historical which could explain a societal push for new sculptures.</td>
<td>Student presentation cites historical factors, but there is no explanation about how those factors could explain a societal push for new sculptures.</td>
<td>No historical factors are presented.</td>
</tr>
<tr>
<td><strong>Eye Contact/Body Language</strong></td>
<td>Student stands up straight, looks relaxed and confident, establishes eye contact with everyone in the room during the presentation</td>
<td>Student stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Student sometimes stands up straight and establishes eye contact.</td>
<td>Student slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td><strong>Answering Questions</strong></td>
<td>Students are able to accurately answer almost all questions posed by classmates or teacher about the topic.</td>
<td>Students are able to accurately answer most questions posed by classmates or teacher about the topic</td>
<td>Students are able to accurately answer a few questions posed by classmates or teacher about the topic</td>
<td>Students are unable to accurately answer questions posed by classmates or teacher about the topic</td>
</tr>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Student speaks clearly and distinctly all (100-95%) the time, and mispronounces no words</td>
<td>Student speaks clearly and distinctly all (100-95%) the time, but mispronounces one word</td>
<td>Student speaks clearly and distinctly most of the time. Mispronounces a few words</td>
<td>Student often mumbles, cannot be understood, or mispronounces multiple words.</td>
</tr>
<tr>
<td><strong>Respectful of other presentations</strong></td>
<td>Listens (100%) of the time and asks questions.</td>
<td>Listens (99-80%) of the time and asks questions</td>
<td>Listens but does not ask questions.</td>
<td>Does not listen or ask questions.</td>
</tr>
</tbody>
</table>

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From the Moselle to the Rhine and Onward
Lorraine American Cemetery Visitor Brochure

Maps
On the chapel's south wall two maps of glazed ceramic portray military operations in Western Europe and also the fighting in the region of St. Avold.

Walls of the Missing
Walls of the Missing extend north and south of the memorial. They display the name, rank, organization, and state of 444 men of the U.S. Army and Army Air Forces.

The Memorial
Above the memorial entrance, a tall figure of St. Nabor extends his blessing upon those resting here and commemorated on the Walls of the Missing that flank the tower.

Graves Area
The area consists of nine plots laid out about the axis in a symmetrical pattern, divided by gracefully curved paths. These 10,489 dead gave their lives in our country's service.

Chapel
Five sculptured figures on the west wall personify the eternal struggle for freedom. King David, Emperor Constantine, King Arthur, and George Washington reinforce the youthful figure in the center.

Visitor Building
Here you can meet our staff and get your questions answered, and sign the guest register.

Useful Information
Overlook
At the cemetery's east end the ground rises to a knoll with the overlook. From it, one views the entire cemetery and the countryside for miles to the west.

A linden-lined avenue leads to the visitor building and parking area. At the crest of the hill the memorial is flanked by Walls of the Missing. The American flag flies daily in front of each wall.

Layout
Headstone Location
plot:
row:
grave:
dimensions:
113.5 acres
headstones: 10,487
latin crosses: 10,285
stars of david: 202
missing in action: 444
unknowns: 151
sets of brothers: 30
dedicated: July 19, 1960

Activity: Who’s Who and Why?: Examining the Sculptures at Lorraine American Cemetery | Handouts
Lorraine American Cemetery Visitor Booklet
Lorraine American Cemetery and Memorial

LOCATION
The Lorraine American cemetery is situated three-quarters of a mile northeast of the town of St. Avold (Moselle), France on Highway N-33. St. Avold, which lies 28 miles east of Metz and 17 miles southwest of Saarbrucken, can be reached by automobile from Paris (220 miles) via toll autoroutes A-4 and A-32 in 4 hours. From the St. Avold exit of A-32, Highway N-33, cemetery signs will lead the visitor to the cemetery. The St. Avold train station, located 3 miles from the town, can be reached by rail from Paris, Gare de l’Est, in approximately 4 hours; taxicabs are available in the vicinity of the station. There are hotels at Metz, Saarbrucken and St. Avold.

HOURS
The cemetery is open daily to the public between the hours of 9:00 a.m. and 5:00 p.m. (The cemetery is closed on January 1 and December 25. It is open on all other U.S. and host country holidays.)

During these hours, a staff member is on duty at the Visitors’ Building to escort relatives to grave or memorization sites.
Lorraine American Cemetery Visitor Booklet

HISTORY

The U.S. Third Army resumed its offensive early in September 1944, after a briefer interval and a shortage of fuel. By late September, the U.S. Third Army had advanced northward from the Meuse River into southern France, was advancing northward from the Meuse River and had occupied the city of Paris. By mid-December, the U.S. Third Army had begun preparations for the invasion of southern France, which was scheduled for early October. The two armies subsequently launched an attack eastward until the end of the fighting, driving the Germans out of the vital Seine Valley.

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despite severe rainstorms and cold weather.

The progress of the two U.S. armies was halted temporarily by the enemy's final major counteroffensive of the war, which began in the Ardennes Forest on 16 December 1944. Officially designated the Ardennes-Alsace Campaign, it became known as the "Battle of the Bulge." The U.S. Third Army moved quickly northward to counter this threat, as the U.S. Seventh Army and the French First Army to its south extended their lines northward to cover more front. The second phase of the enemy's final counteroffensive was launched on New Year's Eve against the U.S. Seventh Army and the French First Army. The assault began as a drive for the Saverne Gap followed by an attack across the Rhine toward Strasbourg. After furious fighting on all fronts in bitterly cold weather, the last major enemy offensive was halted and the U.S. Third and Seventh Armies resumed their assault on the Siegfried Line. The line was soon broken and all enemy units were cleared from the west bank of the Rhine. In March 1945, the two U.S. armies crossed the Rhine River and began their drive into Germany.

SITE

The cemetery site covers 113½ acres of rolling landscape on the west edge of the Saar mining region. Immediately to the north and east are natural stands of oak, pine and other trees; these have been extended by a planted enfranment around the northeast and south sides.

A temporary American military cemetery was established on 16 March 1945 about one-half mile to the south of the present cemetery. The surrounding area was liberated by troops of the 80th Infantry Divi-

sion on 27 November 1944. When the permanent cemetery was built, the present site was chosen because of its superior location, prospects and aspect. It is the largest American military cemetery of World War II in Europe. Buried here are 10,489 of our military Dead, representing 41 percent of the burials which were originally made in this region. Most of those interred here gave their lives during the advance to the Rhine and the advance across Germany in the spring of 1945. Construction of the cemetery and memorial was completed in 1960.

ARCHITECTS

The architects for the cemetery and memorial were Murphy and Lorch of Washington, D.C.; the landscape architect was Allyn R. Jennings of Oley, Pennsylvania.

GENERAL LAYOUT

The Lorraine American Cemetery is entered from Highway N-33 at the west end of the cemetery. From the main entrance, a linden-lined avenue leads past the service and utilities area on the left and rises gently to the right toward the Visitors' Building and parking area. A short distance southeast of the Visitors' Building, at the crest of the hill, is the memorial flanked by Walls of the Missing on either side. A flagstaff from which the American flag flies daily, stands in front of each wall. A broad flight of steps lined with yew hedges descends from the east front of the memorial to the graves area. A dual path enclosing a grassy mall leads one-third of the way through the graves area where it separates to encircle a wide oval grave plot. Beyond the oval plot, the paths continue and the ground rises to a knoll on which an overlook affords a prospect of the entire cemetery as well as of the countryside for miles to the west.
all of the sculpture was carved by Jean Juge of Paris. Beneath the five figures is inscribed the name of each one.

The memorial, which consists of a tall rectangular tower and the Walls of the Missing, is a national shrine.

The tower, 67 feet high, is of Eulvale limestone from the region of Normandy, France, and is a memorial to all those who died in the service of their country.

The walls, 17 feet thick, are of Eulvale limestone from the region of Normandy, France. The figures which form the background of the wall are the work of Auguste Rodin, French sculptor. Three figures represent the Great War of 1914-1918, and the figure in the center is of King Louis X, of France.

The sculpture is a memorial to the memory of the fallen soldiers of the Great War of 1914-1918, and it is dedicated to the memory of the soldiers of the United States who died in the service of their country.
Activity: Who’s Who and Why?: Examining the Sculptures at Lorraine American Cemetery | Handouts

Lorraine American Cemetery Visitor Booklet

Key Maps and Inscriptions

Lorraine American Cemetery Visitor Booklet

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Flanking the door, to the right, is the dedicatory inscription:

IN PRAEDEMNAM OF THE ACHIEVEMENTS OF HER SONS AND IN HUMBLE TRIBUTE TO THEIR SACRIFICES, THIS MEMORIAL HAS BEEN ERECTED BY THE UNITED STATES OF AMERICA.

A French translation thereof appears to the left of the door.

THE WALLS OF THE MISSING

Extending to the north and south of the tower and facing the graves area are the Walls of the Missing upon which are inscribed the name, rank, organization and State of 444 men of the United States Army and Army Air Forces. These gave their lives in the service of their country, but their remains have not been recovered or identified. Their names include men from 43 different States. At the end of the walls is this inscription as well as a French translation:

HERE ARE RECORDED THE NAMES OF AMERICANS WHO GAVE THEIR LIVES IN THE SERVICE OF THEIR COUNTRY AND WHO SLEEP IN UNKNOWN GRAVES.

THE GRAVES AREA

The graves area is reached by a broad flight of steps from the front of the Memorial. It consists of nine plots laid out along the axis in a symmetrical pattern, divided by gracefully curved paths. The headstones are set in straight lines in each of the plots.

These 10,489 Dead who gave their lives in our country’s service came from every State in the Union, and the District of Columbia, as well as from Puerto Rico, Panama, Canada, the United Kingdom and Mexico.

One hundred and fifty-one of the headstones mark the graves of “Unknowns.” Among the headstones are 28 inscriptions in which two brothers lie side by side. Among the headstones, also, is one which marks the burial of three men whose names are known and who were buried together; a bronze tablet covers the grave and records their names. There are four Medal of Honor recipients whose headstones are inscribed in goldleaf.

These inscriptions are engraved upon the Euville stone pylons at the overlook:

NORTH PYLON:
TO THESE WE OWE THE HIGH RESOLVE THAT THE CAUSE FOR WHICH THEY DIED SHALL LIVE.

THROUGH THE GRAVE AND GATE OF DEATH MAY THEY PASS TO THEIR JOYFUL RESURRECTION.

PLANTINGS

The whole cemetery is enclosed within a plantation of Scotch pine interspersed with groups of beech, oak and maple. Color has been introduced not only by the flowering shrubs already mentioned but also by means of long borders of pink polyantha roses, both on the memorial terrace and flanking the central mall, North and South of the Memorial, large masses of Rosa rugosa and Cotoneaster horizontalis link the terrace with the burial area, while further groups of Rosa rugosa in association with scarlet roses provide additional color at the intersection of the paths, north and south of the burial area.

Flanking the Memorial Tower on each side are massive hedges of European beech (Fagus sylvatica) backed by lindens (Tilia vulgaris).

In the graves area are informal groups of trees consisting principally of English oak (Quercus robur),
Lorraine American Cemetery Visitor Booklet

View of Graves Area
Lorraine American Cemetery Visitor Booklet

Visitors’ and Office Building

Visitors’ Room
Lorraine American Cemetery Visitor Booklet

AMERICAN MEMORIALS

and

OVERSEAS MILITARY CEMETERIES

The American Battle Monuments Commission (ABMC) was established by Congress in March 1923 to design and erect memorials in the United States and foreign countries where substantial American units served since 6 April 1917 and to construct, maintain, and provide for the proper upkeep of national cemeteries and burial grounds. It is charged with the responsibility of designing, constructing, operating, and maintaining permanent memorials and cemeteries in the United States and foreign countries.
Activity: Who’s Who and Why?: Examining the Sculptures at Lorraine American Cemetery | Handouts

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Lorraine American Cemetery Visitor Booklet

Puerto Rico (which are now administered by the National Cemetery Administration, Department of Veterans’ Affairs). As was the case after World War I, some remains were left in isolated graves outside of the cemeteries by request of the families who then became responsible for their maintenance.

Fourteen sites in foreign countries were selected as permanent cemeteries in 1947 by the Secretary of the Army and the American Battle Monuments Commission to construct. Their locations reflect the progress of military operations and were selected with consideration of their accessibility, aspect, prospect, drainage and other practical factors. The World War II cemeteries with the number of burials, including unknowns, and the numbers of missing recorded at their memorials and at three separate memorials on United States soil are:

### World War II

<table>
<thead>
<tr>
<th>Cemetery</th>
<th>Burials</th>
<th>Known</th>
<th>Unknown</th>
<th>Commemorated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ardennes, Neuve (Neuville-en-Condroz), Belgium</td>
<td>4,357</td>
<td>792</td>
<td>465</td>
<td></td>
</tr>
<tr>
<td>Brittany, St. James, France</td>
<td>971</td>
<td>27</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>Cambre, Belgium</td>
<td>3,798</td>
<td>34</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Epinal, France</td>
<td>11,745</td>
<td>1,472</td>
<td>3,409</td>
<td></td>
</tr>
<tr>
<td>Florence, Italy</td>
<td>2,189</td>
<td>213</td>
<td>269</td>
<td></td>
</tr>
<tr>
<td>Herst-Chapelle, Belgium</td>
<td>4,976</td>
<td>493</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Lorraine, St. Avel, France</td>
<td>10,038</td>
<td>1,160</td>
<td>1,444</td>
<td></td>
</tr>
<tr>
<td>Luxembourg, Luxembourg City, Luxembourg</td>
<td>9,903</td>
<td>872</td>
<td>937</td>
<td></td>
</tr>
<tr>
<td>Manila, Republic of the Philippines</td>
<td>13,462</td>
<td>3,344</td>
<td>36,282</td>
<td></td>
</tr>
<tr>
<td>Normandy, St. Laurent-sur-Mer, France</td>
<td>8,185</td>
<td>186</td>
<td>1,272</td>
<td></td>
</tr>
<tr>
<td>Poitou-Charentes, France</td>
<td>4,976</td>
<td>101</td>
<td>371</td>
<td></td>
</tr>
<tr>
<td>South Africa, Carthage, Tunisia</td>
<td>2,601</td>
<td>240</td>
<td>3,724</td>
<td></td>
</tr>
<tr>
<td>Rhodes, Thrace, Greece</td>
<td>7,371</td>
<td>240</td>
<td>9,095</td>
<td></td>
</tr>
<tr>
<td>Sicily-Rome, Neapolis, Italy</td>
<td>7,371</td>
<td>240</td>
<td>9,095</td>
<td></td>
</tr>
<tr>
<td>Veneto, (See WW I also), France</td>
<td>24</td>
<td>24</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

Use of the permanent cemetery sites on foreign soil was granted in perpetuity by the host government to the United States free of cost, rent and taxation. The temporary cemetery sites not selected as permanent cemeteries reverted to the landowners.

In 1947, an outstanding American architect was selected to design each of the World War II cemeteries, causing the grave plots, chapel and battle map exhibit as complementing elements of an integral memorial to the service and sacrifices of the American Armed Forces who fought in the particular region. Upon approval of their general schemes by the Commission and by agreement with the Secretary of the Army, the architects” plans of the grave plots were followed by the American Graves Registration Service in making the permanent burials of those remains which by decision of the next of kin were to be interred overseas. The timely cooperation between these two agencies contributed appreciably to the cohesiveness of the development of the cemetery design.

Beginning in the later half of 1949, the permanent interments having been virtually completed, the World War II overseas cemeteries were progressively transferred to construction and maintenance to the American Battle Monuments Commission by Presidential Executive Order. Thereupon, the remaining portions of the architects’ designs were carried out, step by step — grading; installation of a system of reinforced concrete beams on piles to maintain the levels and alignments of the headstones; fabrication and installation of the headstones; construction of water supply and distribution systems, utility buildings, roads and paths; plantings; and erection of the memorials, visitors’ buildings and flagpoles.

For designing the various memorial sites, no specific limitations were imposed upon the architects other than budgeted cost and a requirement that each was to embody these features:

- A small devotional chapel,
- Inscription of the name and particulars of the Missing in the region,
- A graphic record, in permanent form, of the services of our troops (WW II only; however, Chateau-Thierry, Meuse-Argonne and St. Mihiel WWI American Cemeteries also have battle maps).

These requirements have been interpreted in a wide and interesting variety of forms.

An important motive for the construction of the memorials is the implied undertaking by our Government to record by monuments the achievements of our Armed Services, since the erection of memorials by the troops (which in the past
Activity: Who’s Who and Why?: Examining the Sculptures at Lorraine American Cemetery

these of Jewish faith, a Latin cross is

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SURESNES
At the Suresnes Cemetery Memorial, senior representatives of the French and United States governments pay homage to our military dead on ceremonial occasions. Accordingly, 24 Unknown Dead of World War II were buried in this World War I cemetery, and two loggias were added to its chapel by the Commission, thereby converting it into a shrine commemorating our dead of both wars.

FAST COAST MEMORIAL
To commemorate those 4,609 American servicemen, 6,185 seamen of the United States Merchant Marine and the 529 seamen of the U.S. Army Transport Service who, in or above the waters off the coast of North and South America, but outside the territorial limits of the United States, gave their lives in the service of their country, the Commission erected a memorial in Battery Park, New York City, upon which their names and particulars are inscribed.

WEST COAST MEMORIAL
Similarly, the names and particulars of those 412 Americans who gave their lives in the service of their country off the west coast of the Americas but outside the territorial limits of the United States, are recorded at the memorial erected by the Commission at the Presidio of San Francisco.

HONOLULU MEMORIAL
Although the National Memorial Cemetery of the Pacific at Honolulu is administered by the Department of Veterans’ Affairs, the American Battle Monuments Commission constructed a memorial therein, incorporating the features of the memorials in its overseas cemeteries. The names of 18,096 Missing of World War II who gave their lives in the Pacific Area (except the Southwest and the Palau Islands which are commemorated at the Manila Cemetery) are recorded here as well as 8,200 Missing of the Korean War and 2,504 Missing from the Vietnam War.

SAIPAN MONUMENT
Situated near the beach overlooking Tarapag Harbor on the Island of Saipan, Commonwealth of the Northern Marianas Islands. It is part of an American memorial park commemorating the American and Marianas Dead in the Marianas Campaign of World War II. The monument honors specifically the 24,000 American marines and soldiers who died recapturing the volcanic islands of Saipan, Tinian and Guam during the period of 15 June 1944–11 August 1944.

It is a twelve-foot rectangular obelisk of rose granite in a landscaped area of local lava. Inscribed upon the monument are these words: “This memorial has been erected by the United States of America in humble tribute to the sons who paid the ultimate sacrifice for the liberation of the Marianas 1941–1945.”

The GUADALCANAL AMERICAN MEMORIAL is erected on Skyline Drive overlooking the town of Honiara, Guadalcanal, Solomon Islands. It honors those American and Allied servicemen who lost their lives during the Guadalcanal Campaign of World War II (7 August 1942–5 February 1943). The Memorial consists of a suitably inscribed central pylon four feet square rising 24 feet above its base. Four radiating directional walls point toward major battle sites. Descriptions of the battles are inscribed on the walls. Both the walls and the pylon are constructed of Red Calca granite.

CABANATUAN MEMORIAL
In the Philippines, the Cabanatuan Memorial, situated in the city of Cabanatuan, Luzon, Philippines, was constructed in 1934 in memory of the 14,000 American prisoners of war held there. The memorial consists of a central pylon with four wings, each wing containing a relief of a soldier with a symbolic wing above it. The pylon is 30 feet high and 15 feet wide, with a 15-foot base.

POINTE DU HOC MONUMENT
Following World War II, the French erected a monument at Pointe du Hoc on the right flank of Omaha Beach, overlooking the English Channel honoring the elements of the 2nd Ranger Battalion under the command of LTC James Rudder who scaled the cliff, seized the position, and defended it against German counterattacks at a high cost of lives. The monument consists of a simple pylon on top of a concrete bunker at the edge of the cliff and appropriate inscriptions at its base. Pointe du Hoc is maintained by the American government for operations and maintenance in perpetuity on 11 January 1979.

UTAH BEACH MONUMENT
The Utah Beach Monument is located at the terminus of Highway N-13D, approximately 3 kilometers northeast of Sainte-Marie-du-Mont (Marche), France. This monument commemorates the achievements of the American Forces of the VIII Corps who fought in the liberation of the
The AMERICAN EXPEDITIONARY FORCES MEMORIAL

Located on a hill overlooking the town of Lorraine, this memorial commemorates the American soldiers who fought in the Battle of the Bulge.

Three statues depict scenes of battle and sacrifice, each with a different level of detail and height.

Lorraine American Cemetery Visitor Booklet

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Lorraine American Cemetery Visitor Booklet

Suresnes American Cemetery and Memorial, Suresnes, France
Lorraine Cemetery Statues

Statue of St. Nabor (outside of the chapel)

St. Nabor (the patron saint of the town of Saint-Avold) was a martyr who refused to renounce his Christian faith.

Photo Credit: Pren Woods
Lorraine Cemetery Statues

Statues inside the chapel Left to right: King David, Emperor Constantine, soldier, King Arthur, George Washington.

King David of the Bible was a fierce warrior who united the tribes of Judah and Israel.

Emperor Constantine had significant military achievements and was boldly proclaimed his faith in Christianity. He was the first Roman emperor to do so.

King Arthur was a legendary king who protected England by defeating the Saxon invaders.

George Washington was the first American president and leader of the Continental Army during the American Revolution.

Photo Credit: Pren Woods