



UNDERSTANDING  
SACRIFICE

## Activity: Analyzing How Sacrifice is Memorialized



### Guiding question:

How do we memorialize World War II service members who made the ultimate sacrifice?

### DEVELOPED BY SHANE GOWER

**Grade Level(s):** 9-12

**Subject(s):** Social Studies, Art

**Cemetery Connection:** Epinal American Cemetery

**Fallen Hero Connection:** Private First Class Harvey J. Madore



NHD  
NATIONAL  
HISTORY DAY




ROY ROSENZWEIG  
Center FOR  
History AND  
New Media

## Overview

Students will use images to analyze how the World War II Memorial and Epinal American Cemetery memorialize the sacrifice of fallen soldiers in World War II. Students will design an element to add to either the World War II Memorial or Epinal American Cemetery and explain how they think this addition would help honor the sacrifice made by the fallen.

## Historical Context

When studying World War II, typical servicemen are often forgotten. The airman who flew bombing missions over Italy, the nurse who treated wounded soldiers in southern France, or the infantryman who lost his life crossing the German border on the way to Berlin are not well-known. These unsung heroes made their sacrifice with too little acknowledgment or recognition. After World War II, the American Battle Monuments Commission established permanent cemeteries for these fallen heroes who died making this sacrifice. In the 1990s an effort was initiated to construct the World War II Memorial on the National Mall in Washington, D.C., which was dedicated in 2004.



*“Private First Class Harvey Madore is one of thousands of soldiers who fought in World War II. Many of these ordinary men and women will never be recorded in the history books. This lesson challenges students to best memorialize the sacrifice of Madore and the thousands of ordinary Americans who lost their lives in World War II.”*

— Shane Gower

Gower teaches at Maranacook Community High School in Readfield, Maine.

## Objectives

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

- Analyze how the World War II Memorial and Epinal American Cemetery memorialize sacrifice;
- Explain how architectural design, horticulture, landscape, use of text, and art can memorialize sacrifice; and
- Identify an aspect of sacrifice that could be added to either Epinal American Cemetery or the World War II Memorial.

# Standards Connections

## Connections to Common Core

**CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## Connections to C3 Framework

**D2.His.7.9-12** Explain how the perspectives of people in the present shape interpretations of the past.

## Documents Used ★ indicates an ABMC source

### Primary Sources

Photograph, Aerial View of Epinal American Cemetery ★  
American Battle Monuments Commission

Photograph, Carol M. Highsmith, *Aerial View of the World War II Memorial, Washington, D.C.*, September 20, 2006  
Library of Congress (LC-DIG-highsm- 04465)  
<http://www.loc.gov/pictures/item/2010630451/>

Photograph Collection, Epinal American Cemetery ★  
July 2016  
Courtesy of Shane Gower

Photograph Collection, National World War II Memorial  
November 2015  
Courtesy of Shane Gower

### Secondary Sources

Harvey J. Madore Fallen Hero Profile ★  
American Battle Monuments Commission  
<http://www.abmceducation.org/understandingsacrifice/soldier/harvey-madore>

World War II Memorial  
National Park Service

<https://www.nps.gov/wwii/index.htm>

Epinal American Cemetery ★

American Battle Monuments Commission

<https://www.abmc.gov/cemeteries-memorials/europe/epinal-american-cemetery#.Vsd4BjwQeJ>

## Materials

- Memorial Analysis Handout
- Comparison Chart Handout
- What is Missing from the Memorial? Handout
- What is Missing from the Memorial? Rubric
- Computer with internet and projection capability
- Poster paper, colored pencils, and markers

## Lesson Preparation

- Divide students into groups of three to four students each.
- Print (or make available digitally) one World War II Memorial Photograph Collection and one Epinal American Cemetery Photograph Collection for one-half of the groups in the class.
- Make one copy of the following for each student:
  - Memorial Analysis Handout
  - Comparison Chart Handout
  - What is Missing from the Memorial? Handout
  - What is Missing from the Memorial? Rubric
- Set up classroom technology, if necessary.
- Test all online resources before class.
- Gather poster paper, colored pencils, and markers.

## Procedure

### Activity One: Harvey J. Madore (30 minutes)

- Read aloud the Fallen Hero Profile of Private First Class Harvey J. Madore.
- Ask students:
  - *What sacrifice did Private First Class Madore make? How was his family affected?*

- *How could we try to remember and honor the sacrifice made by Private First Class Madore and others like him?*
- *Where do we see examples of attempts to memorialize the sacrifice of the World War II generation?*
- *What do the examples look like?*
- *What characteristics do the examples have?*

### Activity Two: Modeling Analysis (15 minutes)

- Project one photograph from the World War II Memorial Photograph Collection.
  - *Teacher Tip:* You may need to explain to students that the World War II Memorial, which opened in 2004, is located on the National Mall in Washington, D.C.
- Model the analysis of the photograph by asking students to follow the OIF (observe/infer/feel) model:
  - *What do you observe in this photograph?*
  - *What do you infer from this photograph?*
  - *What do you feel when viewing this photograph?*
  - *What evidence do you see of an attempt to honor sacrifice?*
- Project one photograph from the Epinal American Cemetery Photograph Collection.
  - *Teacher Tip:* You may need to explain to students that the American Battle Monuments Commission cares for overseas U.S. military cemeteries and memorials from World War I and World War II. Epinal American Cemetery is a World War II Cemetery located in Dinozé, France.
- Model the analysis of the photograph by asking students to follow the OIF (observe/infer/feel) model:
  - *What do you observe in this photograph?*
  - *What do you infer from this photograph?*
  - *What do you feel when viewing this photograph?*
  - *What evidence do you see of an attempt to honor sacrifice?*

### Activity Three: Analyzing a Memorial (60 minutes)

- Divide the students into groups of three to four students each.
- Distribute one Memorial Analysis Handout to each student.
- Review the key terms with the students (horticulture, landscape design, architectural design, use of text, and art).
- Assign half of the student groups to analyze the World War II Memorial Photograph Collection and half of the student groups to analyze the Epinal American Cemetery Photograph Collection.

- Distribute the relevant photograph collection to each group. Print paper copies or share the photographs digitally for students to view on their devices.
  - Ask each group to select one photograph, explain why they selected it and describe how it memorializes sacrifice.
- Pair groups who analyzed different memorials and distribute one Comparison Chart Handout to each student.
- Ask students to share a different photograph from each element (horticulture/landscape, architecture, text, and art) and explain why they think these images demonstrate how sacrifice is memorialized.

## Assessment

- Distribute one copy of the What is Missing from the Memorial? Handout to each student.
  - *Teacher Tip:* Teachers may choose to assign the students to add to the memorial they analyzed in the previous activity or add to the other group's memorial.
- Ask students to decide what aspect of sacrifice is missing or deserves more attention from the memorial.
- The What is Missing from the Memorial? Rubric can be used to assess the students' posters.

## Methods for Extension

- Students with more interest in memorials and their design may research the other American Battle Monuments Commission cemeteries and memorials as well as other sites like the National D-Day Memorial in Bedford, Virginia, and the World War II Valor in the Pacific National Monument, commonly known as Pearl Harbor, in Hawaii.
- Students in art classes may analyze design concepts and other links to art curriculum standards.
- 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](http://www.abmceducation.org/understandingsacrifice/abmc-sites).

## Adaptations

- Teachers can adapt the project to younger learners or English language learners by changing the focus of the activities to identifying rather than analyzing.
- Students can create their design electronically using web-based programs or computer software.



- Teachers can group students in several ways. One grouping strategy would be to have groups of heterogeneous ability work their way through the entire project.

# Memorial Analysis Handout

## Key Vocabulary

*Horticulture:* The art of garden management; giving thought to the meaning behind the use of flowers, hedges, trees, and other plants and their use in a given place.

*Landscape Design:* Giving thought to improving the appearance of a piece of land by changing its contours, adding ornamental features, or planting trees and shrubs.

*Architectural Design:* The art and science of designing buildings and (some) non-building structures beyond function to include symbolic meaning.

*Text:* Printed or written words that have meaning.

*Art:* A two-dimensional or three-dimensional item that is made to be beautiful or to express an idea, mood, or feeling.

*Perspective:* The technique used to represent three-dimensional objects on a two-dimensional surface in a way that looks natural and realistic; an illusion of space and depth on a flat surface.

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**Directions:** Use the Photograph Collection of the World War II Memorial or Epinal American Cemetery to answer the following questions. Discuss the questions in your group and summarize the responses below.

### Horticulture/Landscape Design

1. What kind of habitat or surrounding does this memorial have? What types of trees can you see? Can you see grass? If so, is it living?

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# Memorial Analysis cont.

## Horticulture/Landscape Design cont.

2. What plant colors can you see? Do you notice a theme with the colors?

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3. What types of flowers are in this memorial? What about bushes or hedges?

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4. What do you notice about the contours of the land? Is it flat or not? Are there hills? Walkways? Is the landscape of the memorial connected to the human-made objects in the memorial? If so, how?

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5. What parts of the environment just outside the memorial are visible from the memorial? Can you see other memorials or monuments? Can you see bodies of water? Mountains? Buildings or other objects?

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# Memorial Analysis cont.

## Horticulture/Landscape Design cont.

6. Evaluate the use of plants, trees, and the landscape in this memorial. What mood do you feel from the use of this horticulture/landscape design? What do you think was the intent of the designer? What do you think was the purpose behind the use of particular flowers, trees, plants, changing of the land, etc.? How does the use of horticulture/landscape design memorialize sacrifice?

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## Architectural Design Analysis

7. What human-made structures are in the memorial? Are there any buildings or other structures?

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8. What materials are used to construct the buildings? Are there multiple materials being used?

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# Memorial Analysis cont.

## Architectural Design Analysis cont.

9. What types of buildings are there? Chapels? Offices? Other?

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10. What colors do you see within the buildings? What geometric shapes are used? Do you notice a theme or a trend with these buildings?

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11. Does the memorial make use of any structures that employ any type of technology or are interactive in any way? If so, describe.

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12. Evaluate the use of buildings/structures in this memorial. What mood(s) do you feel from the architectural design? What do you think was the intent of the designer? What do you think was the purpose behind the use of particular shapes? The use of particular carved images within the human-made objects? How does the architectural design memorialize sacrifice?

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# Memorial Analysis cont.

## Use of Text Analysis

13. What types of text are used in this memorial? Names? Dates? Labels? Locations? Military titles? Descriptions of events? Religious references? Quotes from famous people? Other?

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14. How does the use of names, locations, military titles, and labels make you feel?

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15. How does the use of quotes, descriptions, religious references, or other text make you feel?

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16. How is the use of text on grave markers (if present) and on the Wall of the Missing (if present) different from the other ways text is used?

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# Memorial Analysis cont.

## Use of Text Analysis cont.

17. Other than the use of text for names, dates, locations, military titles, and labels, what messages do you receive from the text? Are there multiple messages? What do you notice about the visuals near particular text? Are they connected, and how? Is there any use of text that you do not understand? If so, what?

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18. Evaluate the use of text in this memorial. What mood(s) do you feel from the text? What do you think was the intent of the designer? What do you think was the purpose behind the use of quotes or descriptions? The use of specific names? What do you think was the purpose behind the location of text in this memorial? How does the use of text memorialize sacrifice?

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## Art Analysis

19. What examples of artwork are visible? Are they two-dimensional or three-dimensional? Has there been an attempt to give depth to these objects so they appear to be three-dimensional? If so, what techniques do you see for this attempt? Are there multiple techniques being used?

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## Memorial Analysis cont.

### Art Analysis cont.

20. How do these artworks make you feel? Do they set a particular mood? If so, what mood?

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21. Is technology used to create or enhance the art? If so, what technology?

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22. Evaluate the use of art in this memorial. What mood(s) do you feel from the art? What do you think was the intent of the artist? What do you think was the purpose behind the art? Are there any two-dimensional visuals that do not use perspective? If so, why do you think perspective was not used? How does the art memorialize sacrifice?

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# Comparison Chart Handout

As students report out about the memorial they were assigned, listen for one example from each of the four categories (Horticulture/Landscape Design, Architectural Design, Use of Text, and Art) for both the World War II Memorial and Epinal American Cemetery. Record the example and related information below.

	World War II Memorial	Epinal American Cemetery
<b>Horticulture/ Landscape Design</b>	Example:   How Sacrifice is Memorialized:	Example:   How Sacrifice is Memorialized:
<b>Architectural Design</b>	Example:   How Sacrifice is Memorialized:	Example:   How Sacrifice is Memorialized:
<b>Use of Text</b>	Example:   How Sacrifice is Memorialized:	Example:   How Sacrifice is Memorialized:
<b>Art</b>	Example:   How Sacrifice is Memorialized:	Example:   How Sacrifice is Memorialized:



# What is Missing from the Memorial?

## Poster Activity

After analyzing the images from both the World War II Memorial and Epinal American Cemetery and the attempts to memorialize sacrifice, decide what aspect of sacrifice is missing from one of the two memorials. Then design something that is either horticulture/landscape, architectural, text-based, or art that could be added to the memorial. Address the aspect of sacrifice you think is missing.

1. Decide what aspect of sacrifice is missing and from which memorial. Answer the following questions and include your responses in the poster: Why is this aspect of sacrifice worthy of memorializing? How does this represent the sacrifice made by the typical service member? How has the idea of memorializing sacrifice changed over time?
2. Choose a design element. Choose either horticulture/landscape, architectural design, use of text, or art. Then think about the best way to memorialize the missing aspect of sacrifice. Is color important? Geometric shape? Specific text? Imagery? Something else?
3. Once you have chosen a design element, think about what to include and what it could mean.
  - **Horticulture/Landscape:** Color? Type of flower, tree, or hedge? Location within the memorial? What can be seen while viewing it? Raised or lowered landscape? Walkways? Something else?
  - **Architectural Design:** Type of material? Color? Carved images? Three-dimensional objects? Location within the memorial? Use of technology? Other?
  - **Use of Text:** Quote? Religious reference? Names? Dates? Locations? Labels? Word choice? Opinion? Other?
  - **Art:** What art might be appropriate? What techniques would you use?
4. Create a poster presentation for this project. The poster must include the following elements:
  - A brief description of the memorial you have chosen, including a bit of the history of the memorial.
  - At least two pictures from the memorial.

# What is Missing from the Memorial? cont.

## Poster Activity

- An analysis of how the memorial/cemetery you have chosen memorializes sacrifice, making reference to one of the design elements.
  - *Why is this aspect of sacrifice worthy of memorializing?*
  - *How does this represent the sacrifice made by the typical service member?*
  - *How has the idea of memorializing sacrifice changed over time?*
- A design for an addition you would add to the memorial. This can be done by drawing your design, using words to explain what it would like, or some combination of the two.
- A justification of why you have designed this addition the way you have. This should include your intended message and the symbolism of what you have included. Be sure to explain the memorial/cemetery designer's intentions and how your addition supports or challenges those intentions. Be sure to interpret the sacrifice made during World War II within your poster.

# What is Missing from the Memorial? Rubric

	Advanced	Proficient	Basic	Emerging
<b>History and description of the chosen memorial</b>	Description of the memorial is accurate and history includes interpretation by the student.	Description of the memorial is accurate.	Description of the memorial contains some inaccuracies.	Description is missing a description or a history of the monument.
<b>Explanation of the addition to the memorial</b>	Addition describes why the aspect is worthy of memorializing, how it represents sacrifice, and how idea of memorializing sacrifice has changed over time. Explanation is detailed and shows original thought.	Addition describes why the aspect is worthy of memorializing, how it represents sacrifice, and how idea of memorializing sacrifice has changed over time.	Addition includes a partial explanation of why the aspect is worthy of memorializing, how it represents sacrifice, and how idea of memorializing sacrifice has changed over time.	Addition does not include an explanation of why the aspect is worthy of memorializing, how it represents sacrifice, and how idea of memorializing sacrifice has changed over time.
<b>Visual and/or written description of the addition to the memorial</b>	Design is drawn neatly and clearly with appropriate labels and text, or the explanation is clearly written and understandable. Plan reflects either an artistic flair or critical thinking or both.	Design is drawn neatly and clearly with appropriate labels and text, or the explanation is clearly written and understandable.	Design or written material is drawn messily, is difficult to understand, or is incomplete.	Design is nonsensical.
<b>Justification of the proposed addition</b>	Justification includes intended message and an explanation of the symbolism used. The justification makes significant connections to historical events.	Justification includes intended message and an explanation of the symbolism used.	The addition is logical, but is not justified.	Student poster includes a nonsensical addition that may or not may be justified.

# National World War II Memorial Photograph Collection

Photographs courtesy of Shane Gower unless otherwise noted.

## Horticulture/Landscape



Pacific Pavilion



Pacific Pavilion



# National World War II Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Horticulture/Landscape



View of the Pacific Pavilion from the Atlantic Pavilion



View of the Washington Monument from the National World War II Memorial

# National World War II Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Architecture



Water feature in front of the Atlantic Pavilion



State and Territory Pillars



# National World War II Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Architecture



Relief Panels



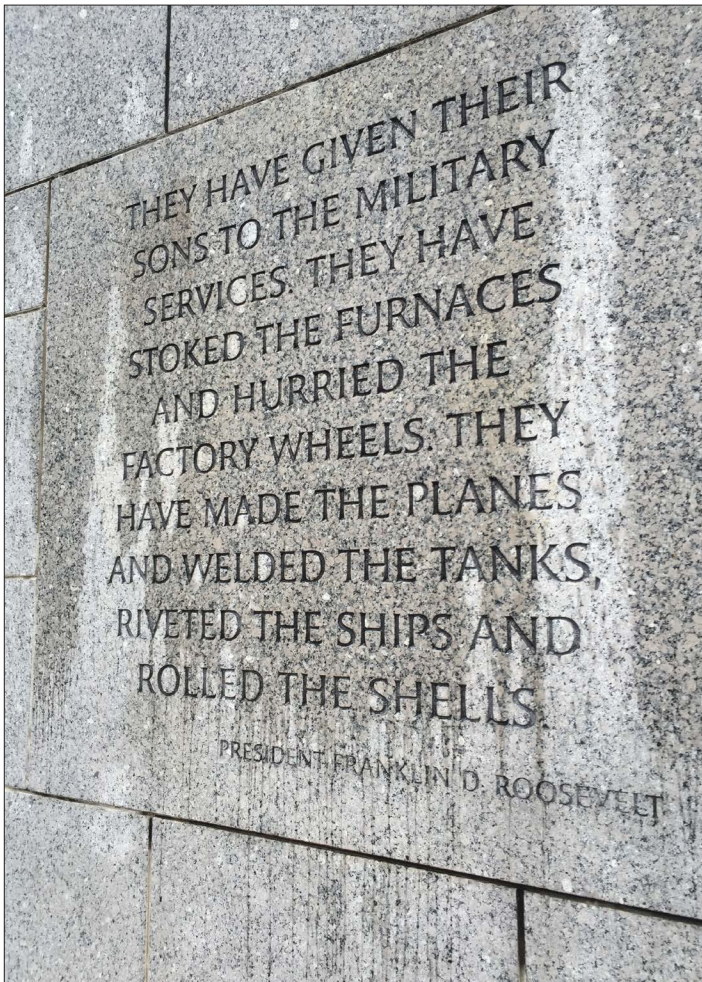
World War II Victory Medal



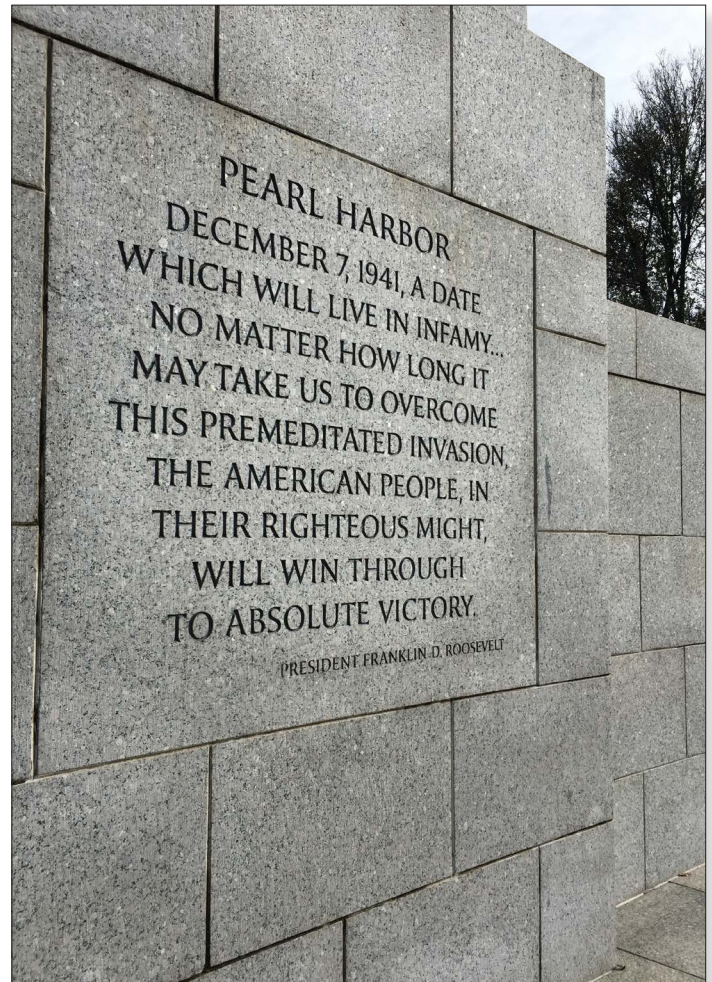
# National World War II Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Text



Franklin D. Roosevelt



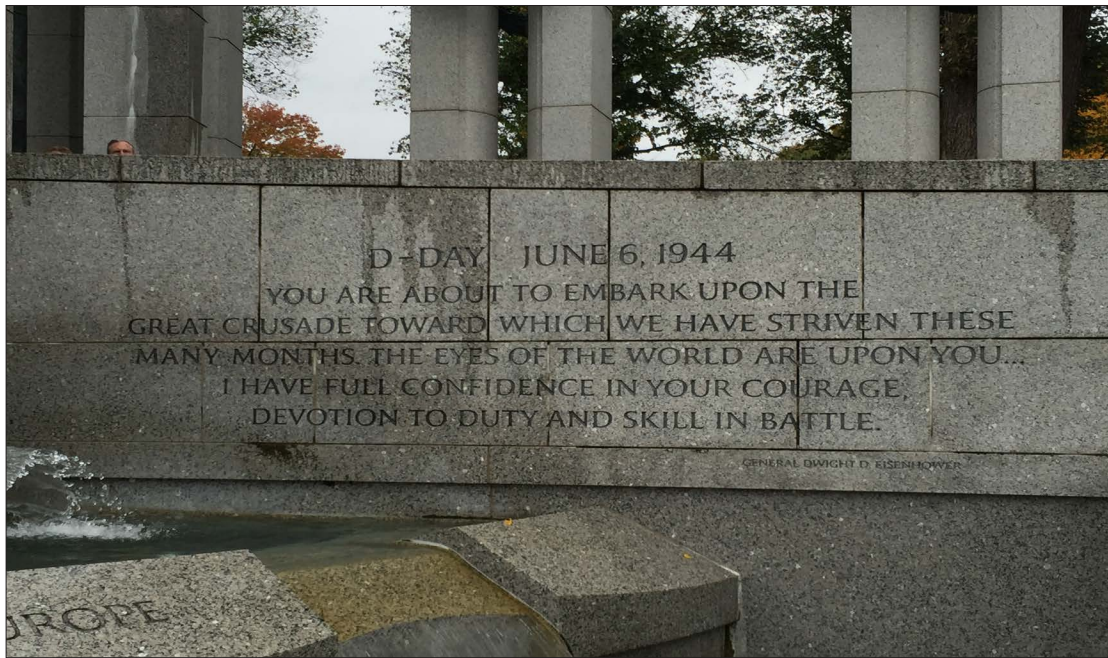
Franklin D. Roosevelt



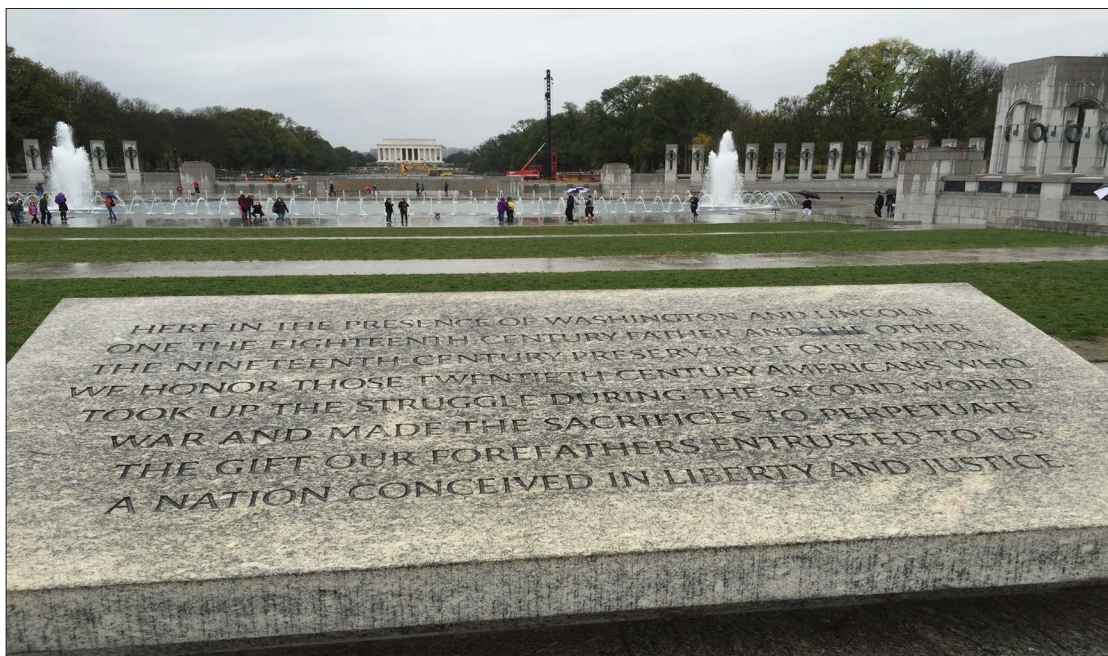
# National World War II Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Text



Dwight D. Eisenhower



Entrance to the Memorial



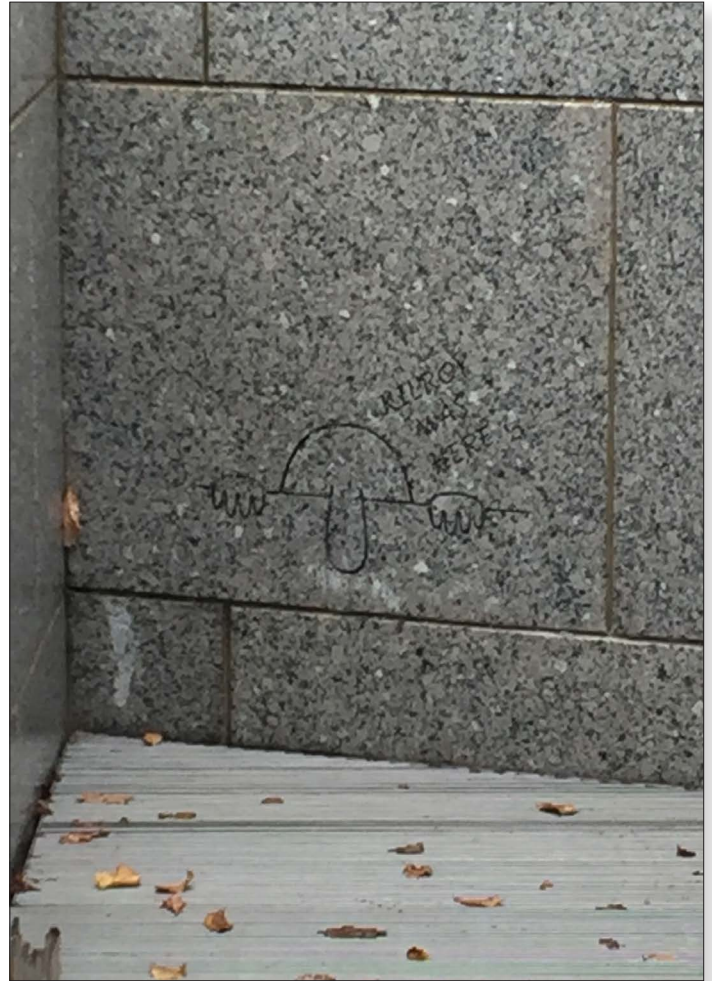
# National World War II Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Art



Wreaths on State and Territory Pillars

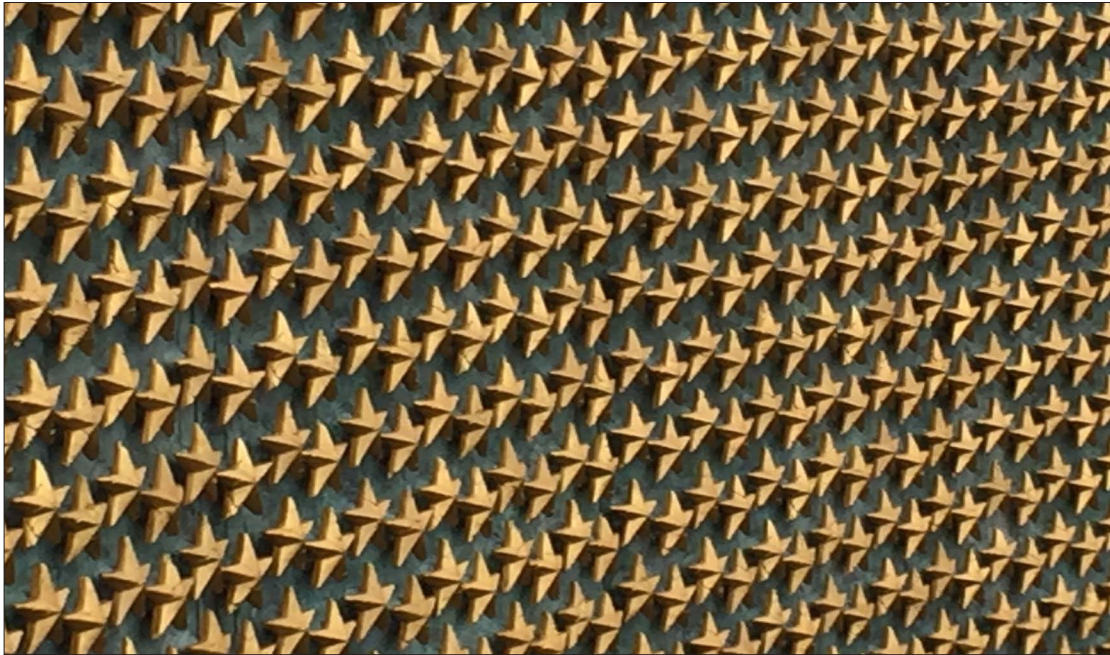


Kilroy was Here

# National World War II Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Art



Wall of Honor



Relief Panels



# National World War II Memorial Photograph Collection cont.

Carol M. Highsmith, Aerial View of the World War II Memorial, Washington, D.C., September 20, 2006  
Library of Congress (LC-DIG-highsm- 04465)





# Epinal American Cemetery Memorial Photograph Collection

Photographs courtesy of Shane Gower unless otherwise noted.

## Horticulture/Landscape



Wall of the Missing



Monument and trees



# Epinal American Cemetery Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Horticulture/Landscape



Hedges and graves



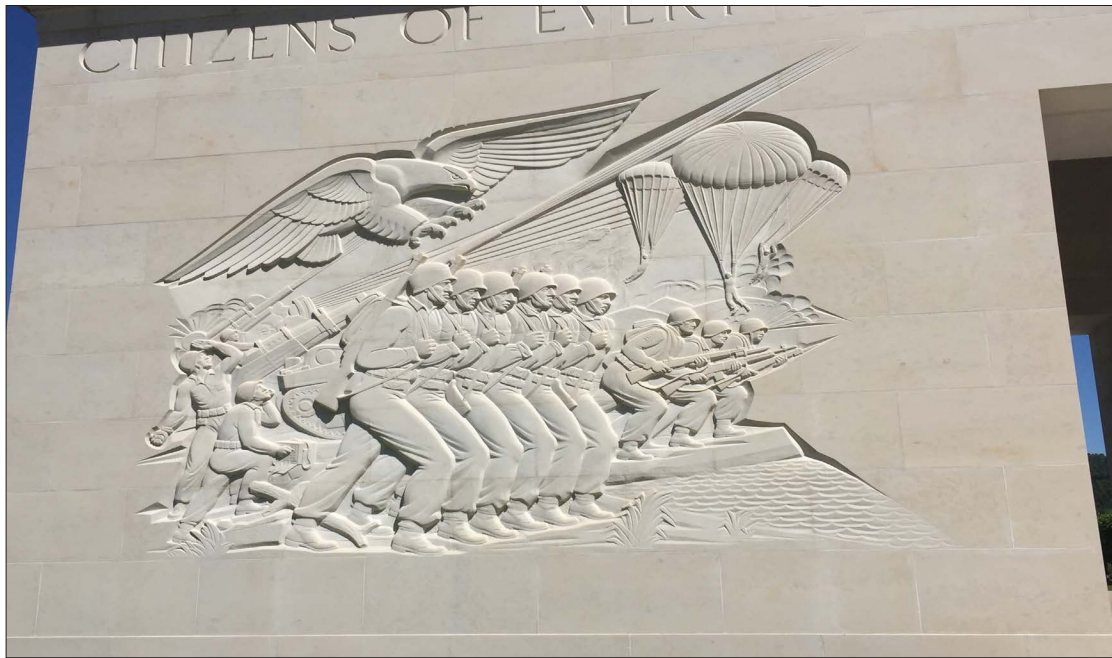
Fountain



# Epinal American Cemetery Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Architecture



Left side of the relief



Right side of the relief

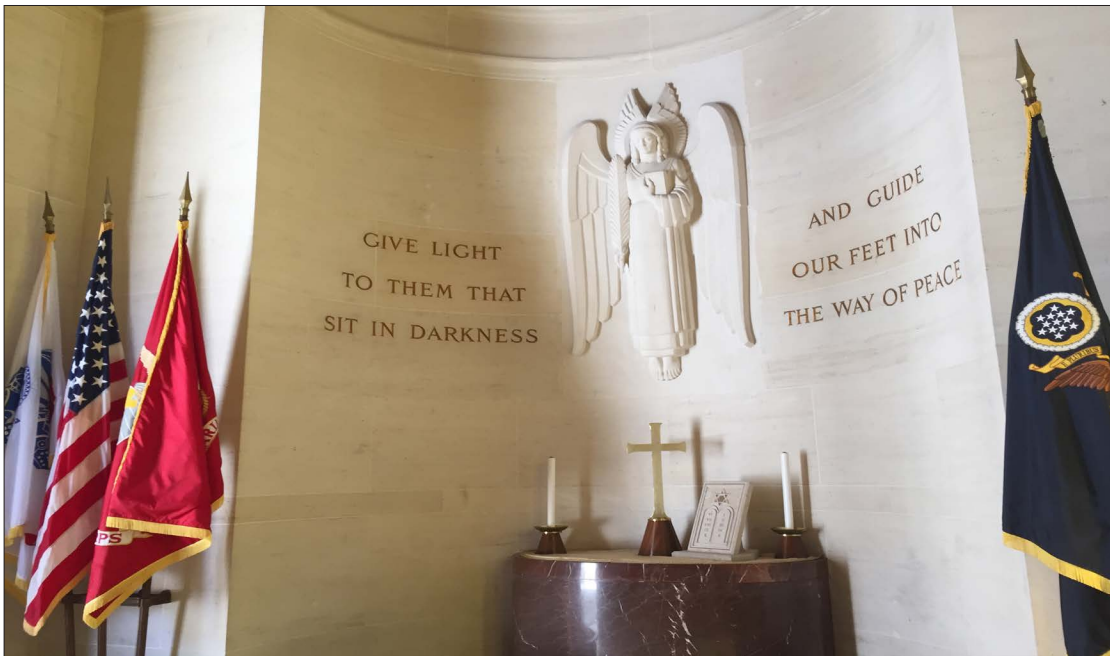
# Epinal American Cemetery Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Architecture



Monument and walkway



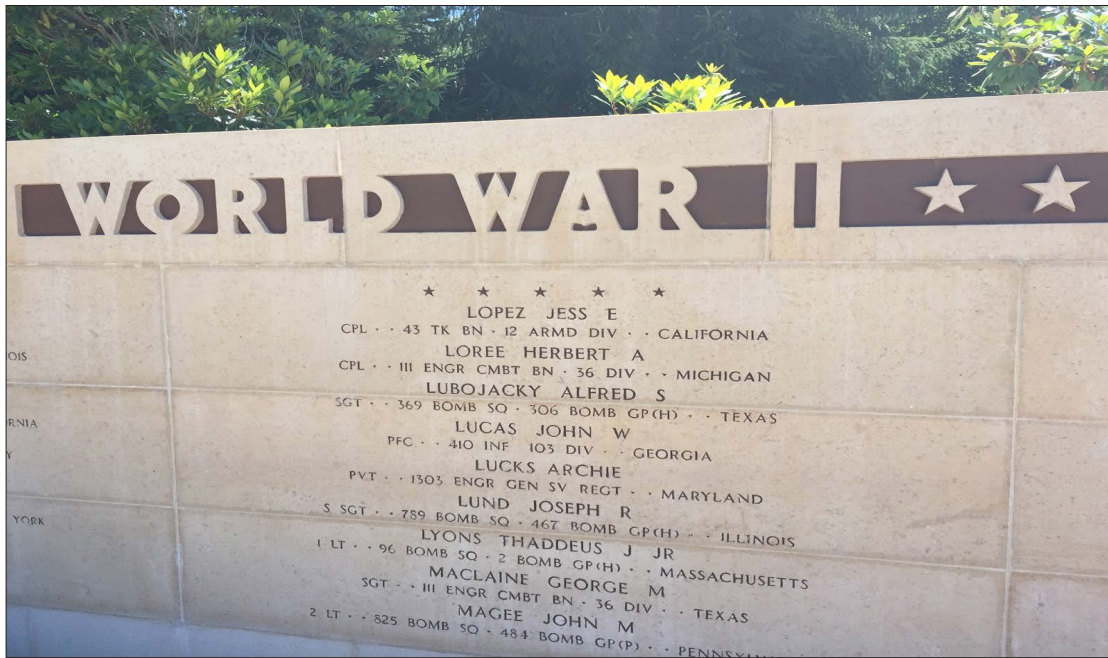
Chapel



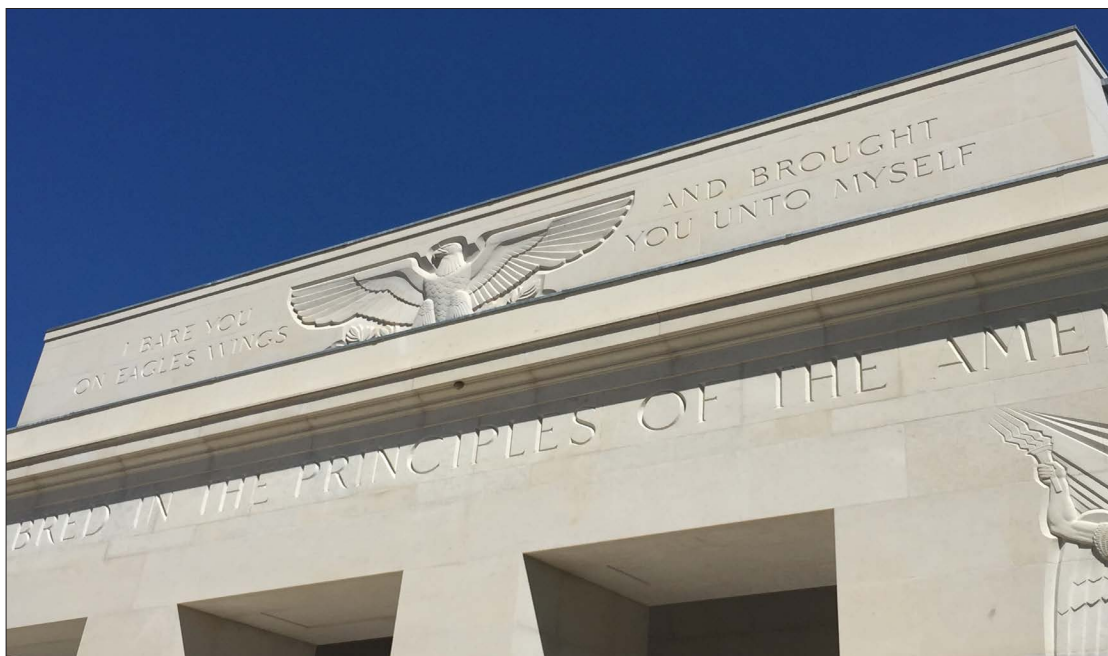
# Epinal American Cemetery Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Text



Wall of the Missing

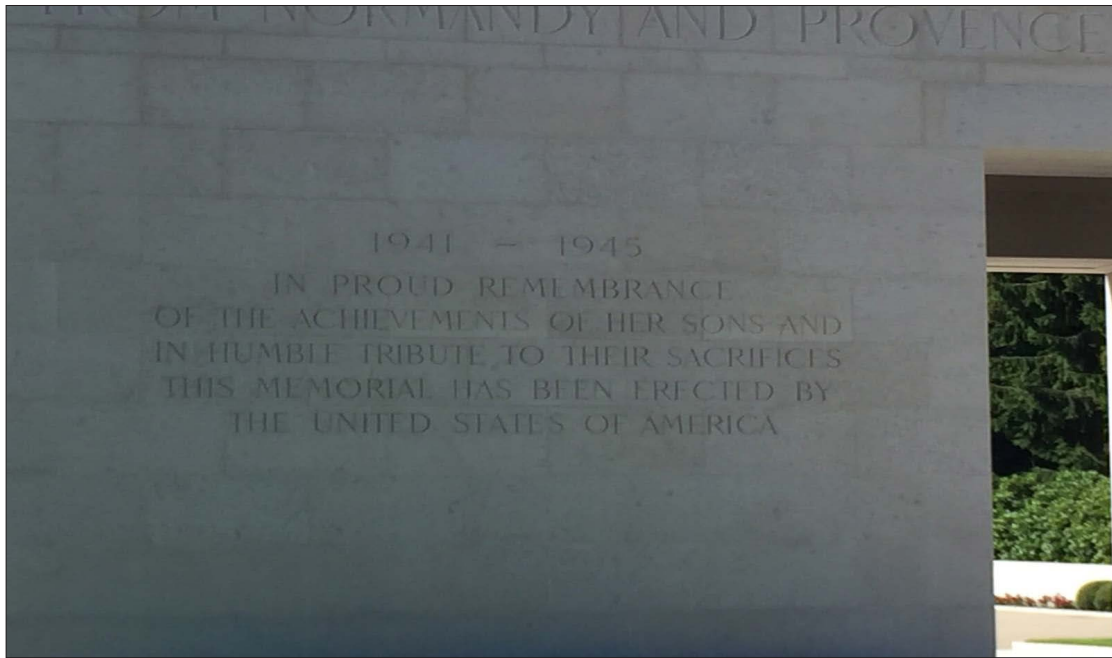


Front of the Monument

# Epinal American Cemetery Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Text



Back of the Monument



Side of the Monument



# Epinal American Cemetery Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Art



Graves and Monument



Rows of graves



# Epinal American Cemetery Memorial Photograph Collection cont.

Photographs courtesy of Shane Gower unless otherwise noted.

## Art



Map Room Mosaic



Wall of the Missing

# Epinal American Cemetery Memorial Photograph Collection cont.

Aerial View of Epinal American Cemetery  
American Battle Monuments Commission

