

# 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







**ROY ROSENZWEIG** Center FOR History AND New Media

# **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 locat-

ed. 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.

"As a history teacher with an interest in providing opportunities for students to consider multiple perspectives, I want to facilitate a discussion about the ways architectural choices have the potential to represent diversity. I want to compel students to make and justify choices about how to contemporize the sculptures at Lorraine American Cemetery." — Pren Woods

Woods is a teacher at Alston Middle School in Summerville, South Carolina.

# **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 \star 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

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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 http://www.abmc.gov/sites/default/files/publications/Lorraine\_Booklet.pdf

Lorraine American Cemetery Visitor Brochure ★ American Battle Monuments Commission https://www.abmc.gov/sites/default/files/publications/Lorraine%20508\_RT\_3-26-2015.pdf

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

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## **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.

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- 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
  - <sup>o</sup> 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.
  - <sup>o</sup> 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,

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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.

Fallen hero	King David	Emperor Constantine	George Washington	King Arthur
Private First Johnny Akimoto				
Private Victor Akimoto				
Private Chester Lane				
Second Lieutenant Richard Paul Padgett				
Private Moses Vanderhorst				

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.

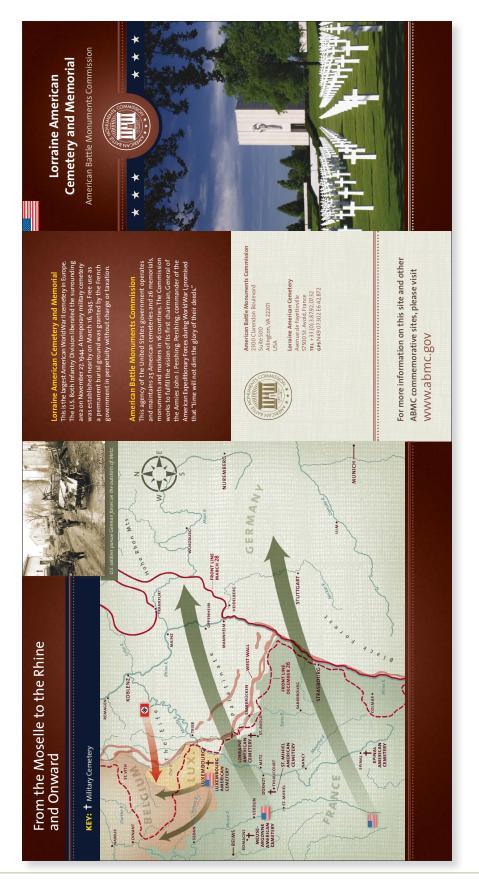
- In your presentation, be sure to state specific societal, cultural, and political considerations which influenced their sculpture choices.
- At this hearing, each group should plan for a student member to be a voice of dissent that raises questions about some (or all) of these choices.

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

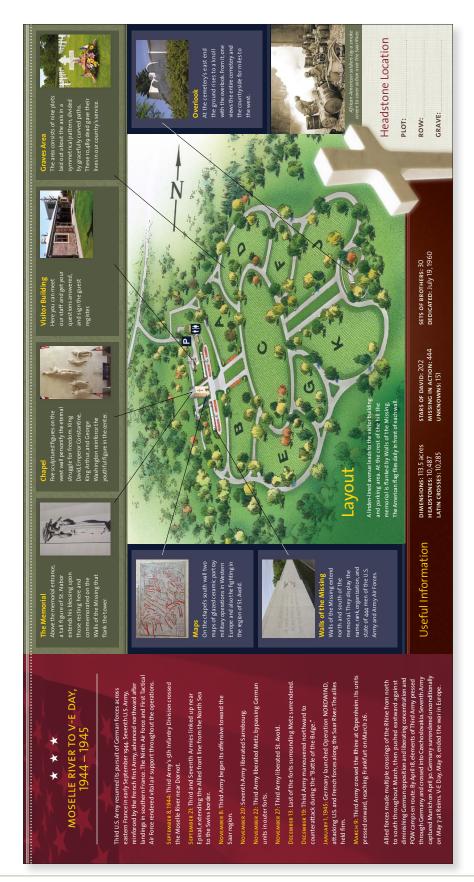
This is the minimum expectation. Student groups will be encouraged to have visuals, appropriate music, etc. to enhance the presentation.

## **Assessment Rubric for Presentation**

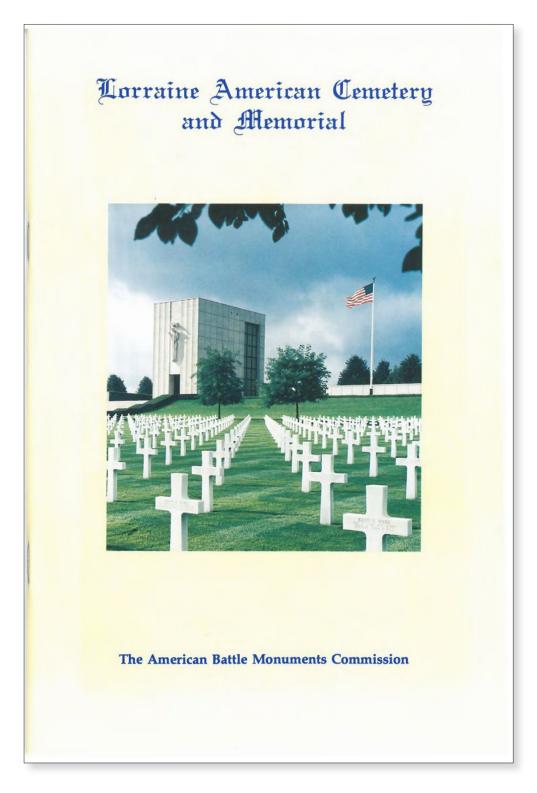
	Advanced	Proficient	Basic	Emerging
Justification	Student group makes a strong connection between new sculpture piece and facts of World War II, the cemetery, and the Fallen Heroes	Student group makes a strong connection between new sculpture piece and two of the following: the facts of World War II,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

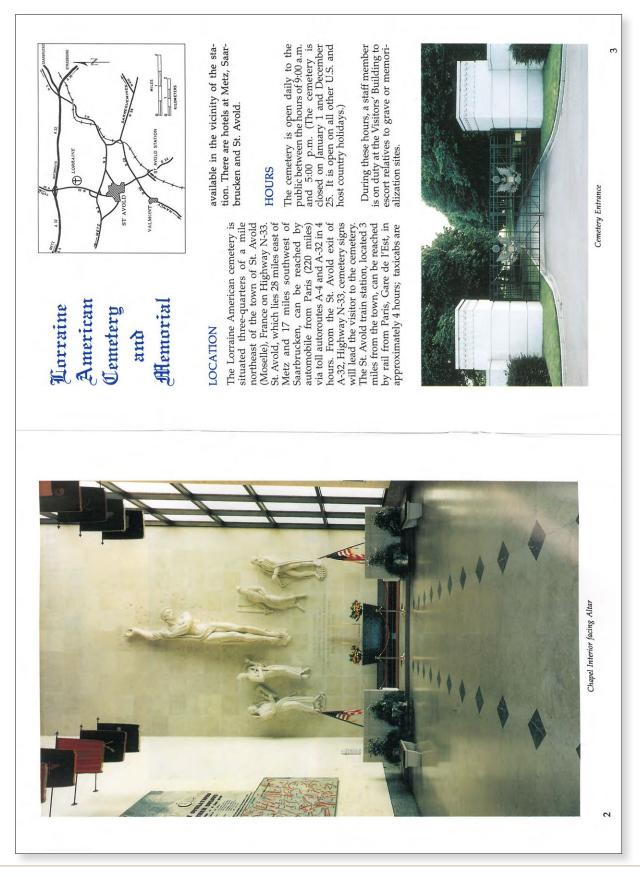


## **Lorraine American Cemetery Visitor Brochure**

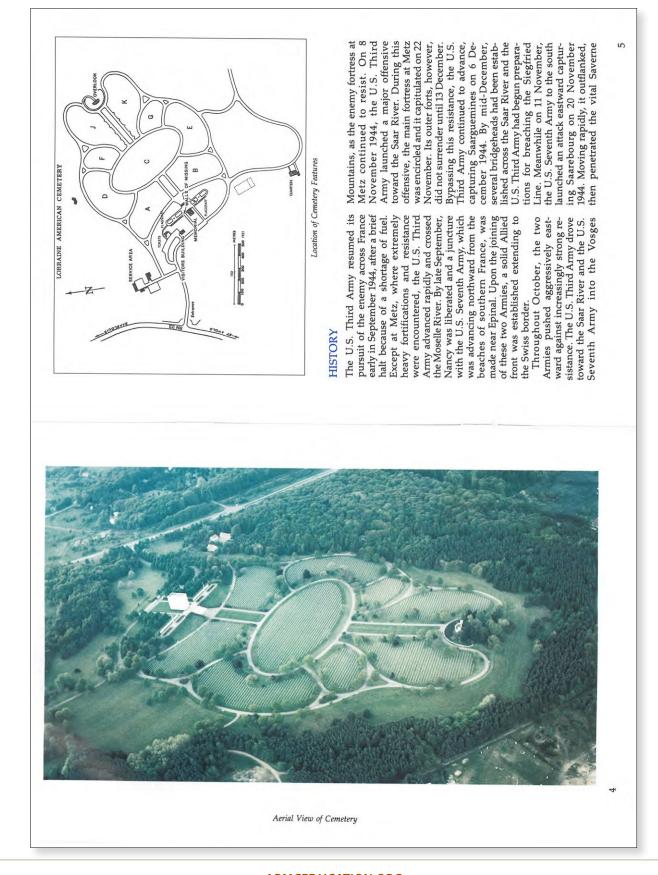


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Activity: Who's Who and Why?: Examining the Sculptures at Lorraine American Cemetery | Handouts

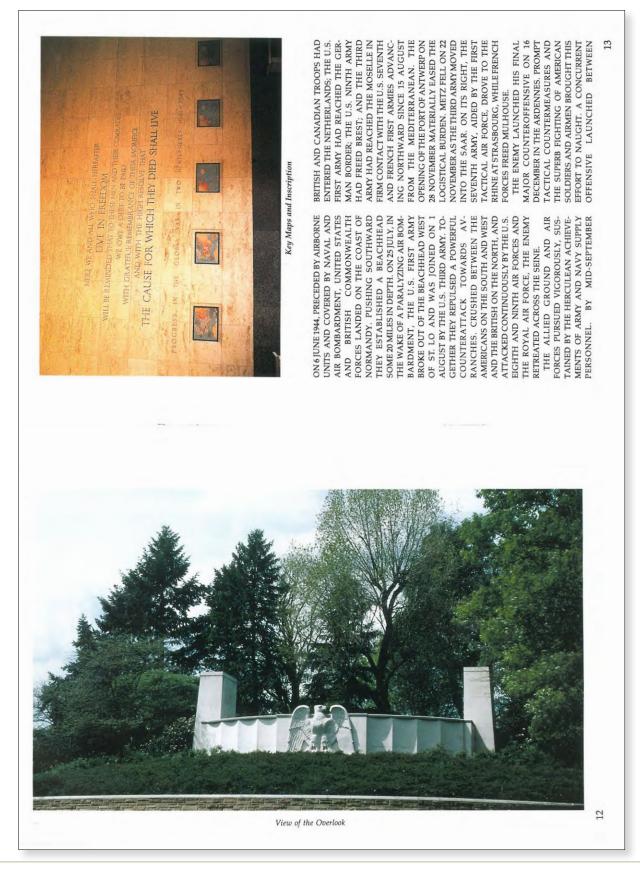
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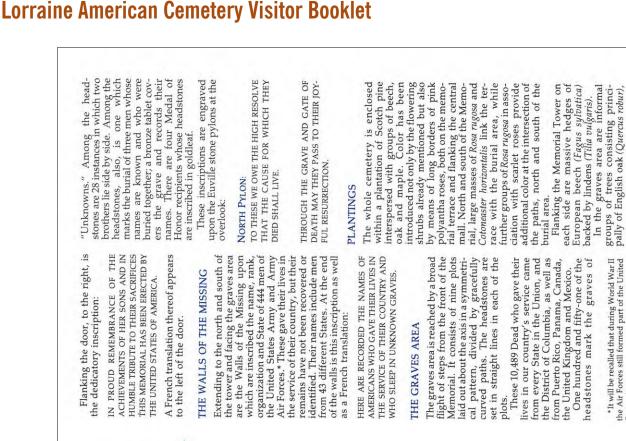
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12

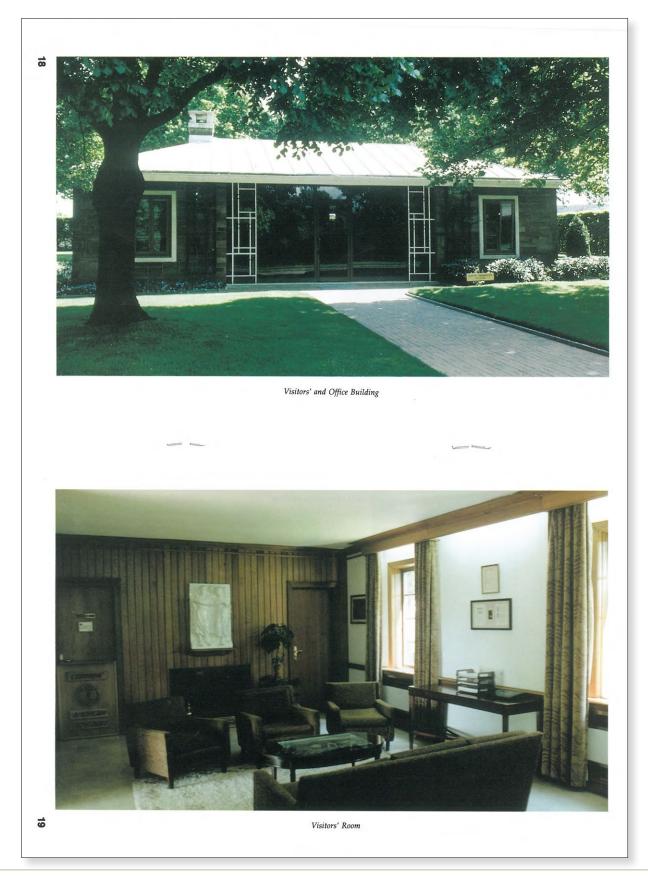
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Activity: Who's Who and Why?: Examining the Sculptures at Lorraine American Cemetery | Handouts

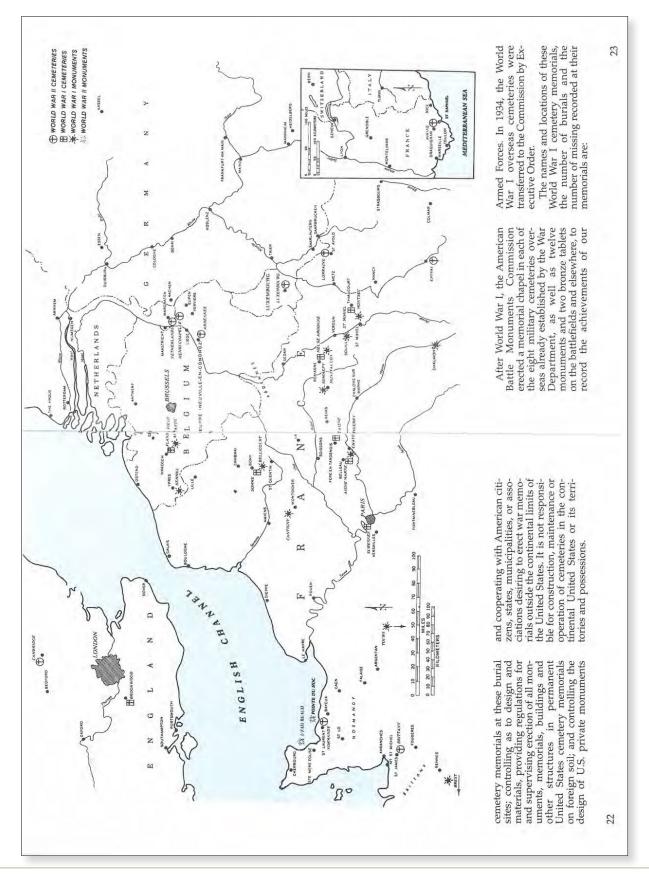
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4,609 18,096 412	78,976	(See Honolulu Memorial)		8,200 2,504	Order. Thereupon, the remaining portions of the architects' designs were carried out, step by step – grading; installation of a system of reinforced concrete beams on piles to maintain the levels and alignments of the headstones; fabrication and installation of the neadstones; con- struction of water supply and distri- bution systems, utilities and enter- tion of the memorials, visitors' build- ings and flagpoles. For design of the various memo- rials, no specific limitations were imposed upon the architects other than budgeted cost and a require- ment that each was to embody these features: A small devotional chapel, inscription of the names and particulars of the Missing in the particulars of the Missing in the region; a graphic record, in permanent form, of the services of our troops (WW II only; however, Oise-Aisne, MWV II and and St. Mihiel WWI American Cemeteries also have battle maps). These requirements have been in- terpreted in a wide and interesting variety of forms. An important motive for the con- struction of the memorials is the im- plied undertaking by our Govern- ment to record by monuments the achievements of our Armed Ser- vices, since the erection of memo- neat the record by monuments the achievements of our Armed Ser- vices, since the erection of memo- ment to record by monuments the vices, since the rection of memo- neat the record by monuments the vices, since the rection of memo- ment to record by monuments the vices, since the rection of memo- ment to record by monuments the vices, since the rection of memo- ment to record by monuments the vices, since the rection of memo- ment to record by monuments the vices, since the rection of memo- ment to record by monuments the vices, since the rection of memo- tials by the troops (which in the past
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East Coast Memorial, New York City, New York Honolulu Memorial, Honolulu, Hawaii West Coast Memorial, San Francisco, California	Totals	World War II conterins maintained by the National Cemetery Administration. Department of Veterans' Affairs National Memorial Cemetery of the Pacific	Fuerto Rico Sitka, Alaska	Other Missing in Action Commemorated by ABMC Korean War, Honolulu Memorial, Fornolulu, Hawai . Vietnam War, Honolulu Memorial, Honolulu, Hawai	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 land-owners. In 1947, an outstanding American and taxation and bar II cemeteries, conceiving its grave plots, a chapel and battle map exhibit as complementary the Services and Services who fught in the particular region. Upon approval of the World War II cemeteries, conceiving its grave plots, a chapel and battle map exhibit as complementary the Services and sacrifices of the World War II cemeteries, conceiving its grave plots, a chapel and battle map exhibit as complementary the Services and sacrifices of the American Armed Services with the Secretary of the Army, the architects' plans of the grave plots with the Secretary of the grave plots which by decision of the next of kin were these two agencies contributed appreciably to the coherence of the development of the compration between these two agencies contributed appreciably to the coherence of the formanies which by decision of the development of the content oversesively transferred for construction and maintenance to the American Battle Monuments Commission by Presidential Executive
Missing Commemorated	1,060	563 43 241	284 333 974	Puerto Rico (which are now admin-	stered 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 responsi- ble for their maintenance. Fourteen sites in 1947 by the Secretary of the Army and the American Battle Monuments Commission in con- teries in 1947 by the Secretary of the Army and the American Battle Monuments Commission in con- cert. Their locations reflect the prog- ress of the military operations and were selected with consideration of their accessibility, aspect, prospect, drainage and other practical factors. The World War II cemeteries with number of burials, including Un- knowns, and the numbers of Miss- ing recorded at their memorials and at three separate memorials and at three separate memorials and at three separate memorials and at three separate memorials on United States soil are: Burials <i>Koum</i> Luknown <i>Commenorated</i> n + 4537 922 4625,126 69 4244,333 97 4,985,126 69 4,244,333 9,7 4,985,126 6,945,126 7,987,98 9,444,977,91 4,90 3,744,50 3,74
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29



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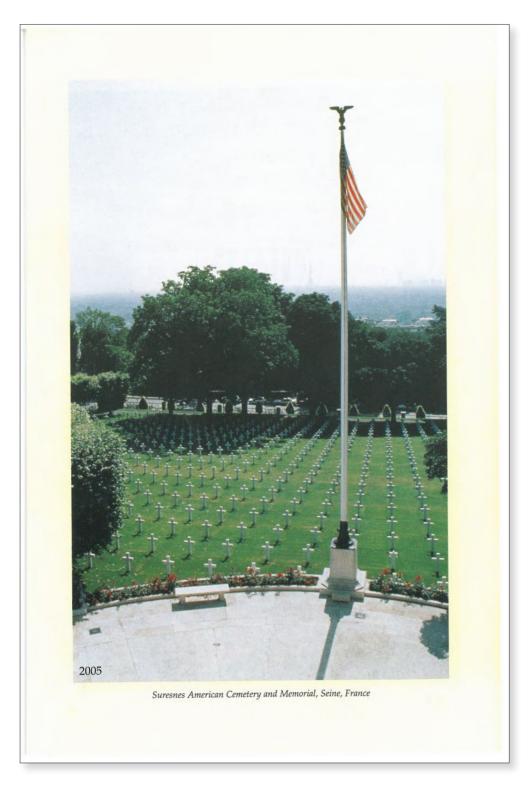
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## **Lorraine Cemetery Statues**

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

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