



UNDERSTANDING
SACRIFICE

Activity: Sacrifice, Loss and Honor: A Simulation of the Homefront in World War II



Guiding question:

What challenges did the families of service members face during and after World War II?

DEVELOPED BY ALAN BIRKEMEIER

Grade Level(s): 6-8

Subject(s): Social Studies

Cemetery Connection: Lorraine American Cemetery

Fallen Hero Connection: Private Chester Lane



Overview

These activities simulate the experience of the Lane Family of Bartholomew County, Indiana. The Lanes are a real family whose oldest son gave his life during World War II. This simulation takes place from late 1944 to early 1948. The students will experience the tragedy of losing a loved one during the U.S. operations in the Rhineland and deal with the repercussions of that tragedy. Students will grapple with choices of how to best honor their fallen family member.

Historical Context

In this lesson, students will simulate the experience of the Lane family of south central Indiana. Two members of the Lane family, Chester and Charles, served during World War II. Their son Chester died during operations around the French city of Metz. The Lanes were then faced with the choice of how best to honor their family member. This simulation illustrates to students the tough choices families were forced to make. Often these choices were made with limited information. By doing this lesson students will understand what it was like to make those decisions and live with the repercussions. The family of Private Chester A. Lane chose to have his remains interred overseas at Lorraine American Cemetery. Approximately 40% of American families that lost a loved one in World War II made that choice. Today, the United States maintains 14 World War II cemeteries overseas.

“I think it is necessary to give students an emotional connection to the subject they are studying. While researching Chester Lane, it struck me how his family went through emotional pain. Family members were constantly facing hard choices. I designed this simulation to help students understand the sacrifices made by all the Lanes.”

— Alan Berkemeier

Berkemeier teaches at Central Middle School in Columbus, Indiana

Objectives

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

- Experience the emotions a family felt as their family member left to fight in World War II;
- Role play the experience of learning about World War II through newspapers and primary accounts; and
- Interpret how we honor our loved ones and heroes who died in war.

Documents Used ★ indicates an ABMC source

Primary Sources

Decision, 1946

National Archives and Records Administration (111-M-1317)

[youtube.com/watch?v=_TVuqaEinIM](https://www.youtube.com/watch?v=_TVuqaEinIM)

“Decisive Battle For Reich May Follow Lull in Fight,” October 19, 1944

The Columbus Herald

Disposition of World War II Armed Forces Dead, 1946 (excerpt) ★

American Battle Monuments Commission

“Ferrenburg is Victim of War in Luxembourg,” October 25, 1944

The Evening Republican

Letter from Homer Capehart to Mrs. Carrie Lane

Courtesy of Dorothy Lane

Letter from Major General Thomas B. Larkin to Mrs. Carrie Lane, July 21, 1947

Department of the Army

“Lt. Sullivan is Prisoner,” October 20, 1944

The Evening Republican

Photograph, Carrie Lane, c. 1942

Courtesy of Dorothy Lane

“Sgt. Johnson Listed Missing on Reich Front,” October 25, 1944

The Columbus Herald

“US Winter Campaign Carries Beyond Last War’s Armistice Line,” January 9, 1945

The Evening Republican

Secondary Sources

ABMC Burials and Memorializations Search ★

American Battle Monuments Commission

abmc.gov/database-search

Materials

- Activity One: Meet the Lanes, early summer 1944
 - Meet the Lanes handout
- Activity Two: Private Information, August 1944
 - Private Information handout
 - Writing Assessment Rubric
- Activity Three: Reading about the War, fall 1944
 - “Decisive Battle For Reich May Follow Lull in Fight”
 - “Lt. Sullivan is Prisoner”
 - “Sgt. Johnson Listed on Reich Front”
 - “Ferrenburg is Victim of War in Luxembourg”
 - Writing Assessment Rubric
- Activity Four: The Loss of a Loved One, November 1944
 - Letter from Homer Capehart to Mrs. Carrie Lane
- Activity Five: What Happened?, June 1945
 - “US Winter Campaign Carries Beyond Last Wars Armistice Line”
 - Writing Assessment Rubric

Lesson Preparation

- Activity One: Meet the Lanes, early summer 1944
 - Print one copy of Meet the Lanes handout for each student.
 - Divide the students into groups of four.
 - Arrange the desks into groups of four.
- Activity Two: Private Information, August 1944
 - Print one copy of the Private Information handout for each group.
 - Cut out each person’s information slip.
 - Divide the students into groups of four (use the same groups as in activity one).
 - Arrange the desks into groups of four.
- Activity Three: Reading about the War, fall 1944
 - Print one copy of each of the following articles per group: “Decisive Battle For Reich May Follow Lull in Fight,” “Lt. Sullivan is Prisoner,” “Sgt. Johnson Listed Missing on Reich Front,” “Ferrenburg is Victim of War in Luxembourg.”
 - Arrange the desks into groups of four.
- Activity Four: The Loss of a Loved One, November 1944

- Make one copy of the Letter from Homer Capehart to Mrs. Carrie Lane for every group.
- Divide the students into groups of four.
- Arrange the desks into groups of four.
- Activity Five: What Happened?, June 1945
 - Secure a computer with internet access for each student.
 - Print one copy of “US Winter Campaign Carries Beyond Last Wars Armistice Line” for every student.
- Activity Six: Honoring the Fallen, spring 1948 to today
 - Print one copy of the Letter from Major General Thomas B. Larkin to Mrs. Carrie Lane for each group.
 - Cue part one of *Decision* film.
 - Provide one copy (or electronic access) to the excerpt from the Disposition of World War II
 - Armed Forces Dead brochure for each group.
 - Cue part two of *Decision* film.

Procedure

Activity One: Meet the Lanes, early summer 1944 (15 minutes)

- Divide the students into groups of three to four students each.
- Distribute one copy of the Meet the Lanes handout to each student.
- Read the following statement: For this lesson you are going to take the role of one of the members of the Lane family of Ogiliville, (O-Goal-Ville) Indiana. Each student in the team will choose one of the four members of the Lane family. You may choose from Marion, Carrie, Albert or Dorothy. Please read about the family and the farm.
 - Give the students about ten minutes to read the paper and choose their roles.
 - Ask the students to report back to the teacher their choice of role in their group.

Activity Two: Private Information, August 1944 (30-45 minutes)

- Assemble students into the same family groups from activity one.
 - The teacher should read the following statement: *It is early summer of 1944. After the D-Day invasion, the Allied forces are spreading out in northern France. Chester is getting ready to go join them. While training with the 704th Tank Destroyer Battalion, Chester breaks his arm and it delays his transport to Europe. Charles is somewhere in the Pacific serving in the Navy. You are not sure where. You recently have returned from visiting Charles. You will receive a piece of paper with what happened during that journey.*
 - Hand out the Private Information slips to each person. Give the students a role sheet and say: *Now read your information and do not share any facts with your team members.*
 - **Teacher Tip:** The instructions on the handout tells students to decide whether or not to share their information with the rest of the group.
- Have the students answer the questions for their particular person. Once students answer the questions have them share or not share the information with those in the group as they wish.
- In their groups, have them role-play the family discussion that comes from these revelations. Remind the students that each of these revelations are the real experiences of a real family.
- After five to ten minutes of role play, have the students answer the following questions either as a writing assignment or as a class discussion:
 - After these experiences, how do you think your character feels about the war? Is it worth the risk of losing a loved one?

Activity Three: Reading about the War, fall 1944 (30-45 minutes)

- Assemble students into the same family groups from previous activities.
- Read the following to the class: *It is now fall of 1944. The weather is turning cool. The corn in the surrounding fields has been harvested. Your family has brought in the last of the fresh tomatoes from your victory garden. The Columbus High School Bulldogs are doing well in football this year and may even take the state title. That is overshadowed by what has been happening in the war. The campaign in Europe is going slower than you expected. Even though you hear from Chester and Charles, their letters are not as frequent as you would like. Your only source of information is The Evening Republican newspaper.*
- Distribute one copy to each group of each of the following articles: “Decisive Battle For Reich May Follow Lull,” “Lt. Sullivan is Prisoner,” “Sgt. Johnson Listed Missing on Reich Front,” and “Ferrenburg is Victim of War in Luxembourg.”

- Have students read the articles and address the following prompt: Taking the role of your member of the Lane family, create a diary or journal entry where you address the following:
 - What are your thoughts on the war now?
 - How does your character feel the war is going for the United States? For your family?
 - What are your concerns for Chester and Charles?
 - What can you do to alleviate these concerns?
- Ask the family groups to meet and create a list of feelings for each member.
- Bring the class together and discuss the feelings of each family member. Be sure to consider the differences between the family members and what this information means for each person.
- The diary entries can be assessed using the Writing Assessment Rubric.

Activity Four: The Loss of a Loved One, November 1944 (30-45 minutes)

- Assemble students into the same family groups from previous activities.
- Read the following to the class: *It is now late November 1944. You received a letter from Charles last week. You received a letter from Chester two weeks ago. There is a knock at the door. A postman hands you the following letter.*
- Hand one student in each group the letter from Homer Capehart to Mrs. Carrie Lane. Ask that student to break the news to the family.
- Ask students to independently create a diary entry for the day that they received the letter.
- Reconvene family groups and brainstorm questions the family would have had after reading the letter. They should write a list of their questions.
- Meet as a class and compare questions they created as families.

Activity Five: What Happened?, June 1945 (15 minutes)

- Explain to students: *After the tragic death of Chester Lane, the war effort pushed ever onward. As part of Patton's Third Army, Chester's unit played a role in liberating the city of Metz.*
- Of course the campaign was also covered in *The Evening Republican*. Read the following article titled, "U.S. Winter Campaign Carries Last War's Armistice Line."

Activity Six: Honoring the Fallen, spring 1948 to today (45 minutes)

- Assemble students into the same family groups from previous activities.
- Read the following directions to the class: *It is now 1948. Your character is four years older. Charles has returned safely from the war. Chester did not. His body, along with those of thousands of other American soldiers, remained in temporary graves in Europe. Many families, including the Lanes, received letters such as these after the war. They also received information on what the families' options were for the final interment of their loved one.*
- Distribute the letter from Major General Thomas B. Larkin to Mrs. Carrie Lane.
- Ask the student role-playing Marion to read the letter aloud to the family.

- After the students have completed reading the letter as a family, read the following: *Like many families, the Lanes had many questions. What is happening to their loved one's remains? In response the U.S. government released the film Decision.*
- Show part one of *Decision* (0:00 to 9:36) to the class.
- Read the following: As part of this process the families were given several choices of what to do.
- Hand out one copy of the excerpt from *Disposition of World War II Armed Forces Dead* per group.
- Once the students have read the options, have family groups discuss which option they feel is the best one and explain their reasons. Have each group share with the whole class their decision and reasons for the choice and how each person in the family felt.
- Read the following: *The final decision on this problem ultimately had to be made by the fallen soldier's next of kin. The Armed Forces had a very set policy as to who was considered to be the next of kin, as explained in the film Decision.*
- Show part 2 of *Decision* (9:37 to 15:30) to the class.
- Ask the family groups who would qualify as Chester's next of kin (answer: his father, Marion).
- After the students have determined Marion is the next of kin, read the following: *Chester's final resting place was determined by Marion. Carrie, Dorothy and Albert wanted Charles' remains to be brought home. Marion was concerned that they did not have the money to do so properly. As a result he entrusted the American Battle Monuments Commission (ABMC) with the eternal care of Chester's remains. Now go to the ABMC's website and find the burial site for Chester Lane from Indiana.*
 - Show students the video from the Lorraine American Cemetery.

Assessment Materials

- To end this simulation, ask students to respond to the final writing prompts as themselves, not their characters from the scenario. The Final Writing Assessment Rubric can be used.
 - Do you feel that Chester's final resting place is a fitting monument to his sacrifice? If so, why? If not, explain what society should do to honor him and other fallen heroes.
 - What sacrifices did Chester Lane's family make? How is Chester's sacrifice different from that of his family? Whose sacrifice is greater and why?
 - As a citizen of the United States, what is your responsibility to honor those who died in a war? How would you support their families?

Methods for Extension

- Students can search for service members from their home state buried in ABMC cemeteries around the world.
- Students can track the movement of Chester's unit on a map and build a timeline.
- Students can compare and contrast how Chester was memorialized by the ABMC with how soldiers who died in World War II or other wars are memorialized at local monuments or cemeteries.
- 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 Americans who made the ultimate sacrifice, visit abmc.gov/education and NHDSilentHeroes.org.
- Teachers can enhance students' interest in the role of the World War II homefront by exploring these related lesson plans:
 - [Decisions in Postwar America: Remembrance of our Nation's Fallen Heroes](#)
 - [Industry's Role in the Strategic Bombing Campaign](#)
 - [A Japanese American Family's Experience During World War II: A Living DBQ](#)
 - [Race and Tragedy on the Homefront: The Forgotten Port Chicago Disaster](#)

Adaptations

- Teachers can designate a reader per group and have group members read each other's written materials.
- Students and teachers can read written materials to the class.
- Teachers can group strong readers with weaker readers so they can share the workload.
- Teachers can project written materials in front of the class and read them together.
- Teachers can enlarge newspaper articles for easier viewing or project them on a screen using a projector.
- If computers are not available for each student, teachers can create stations that the students can use in groups for activities four and five.

Meet the Lanes

Part One: Meet the Lanes

For this lesson you are going to take the role of one of the members of the Lane family of Ogilville, Indiana. The Lanes are a large family living in a rented farmhouse outside of town. Times are tough and your family is low on money. Each of you will choose one of four members of the Lane family. You may choose from Marion, Carrie, Dorothy, or Albert.

Marion Lane, age 62, is father and head of the family. After falling down an elevator shaft at a nearby radio tube manufacturing plant Norbillit-Sparks, you were gravely injured. In addition to injuries to your leg and back you also have a steel plate in your head. You are currently on disability and unable to work most of the time. You work when you can and when your health allows. You work on your farm growing tomatoes. You support the war effort but you are worried about your sons who are away at war. You know the family relies on the income provided by them.

Carrie Lane, age 40, is the mother of the Lane Family. You work at Nobillit-Sparks as well. You spend most of your time working hard at both work and home. You are very worried about your two oldest boys, who are fighting in the war. You are also worried about the finances of the family and realize the importance of the money sent home by Charles and Chester. You support the war but you have misgivings about your sons' involvement.



Carrie Lane standing on the Lane Farm with her daughter, Betty

Dorothy Lane, age 16 (that is you on the back of the horse), is the oldest daughter. You have many responsibilities to care for your younger siblings. You attend Columbus High School, in the nearby manufacturing town of Columbus, Indiana. The war is very real to you. Many people you know have been drafted and have left to go fight. Some have died. You are worried about your two brothers who are out fighting the war.

Albert Lane, age 10 (that is you, next to Dorothy on the horse) attends the Kobbe School, a local one-room school house. You know that the war is a big deal and it is dangerous for your brothers. However, you do not really understand why the war is being fought or what it means to be at war.

You currently have two family members who are serving overseas in the war:



The younger Lane children playing on their horse on the farm in Ogiliville.



On the left is Chester Lane, age 20. He was drafted into the U.S. Army in 1943. In August, he was sent to fight in Europe. Due to Army regulations you are not sure where he is.

On the right is Charles Lane, age 18. Recently he joined the U.S. Navy and is currently serving on a ship in the Pacific. Due to wartime restrictions on communications the family is not entirely sure where he is.

Each member of the group will now choose a different member of the family to represent in the simulation. Notify your teacher of your choice.

Private Information

Marion

Recently, the family took a train down to visit Chester before his deployment. During that visit, Chester seemed to be distraught. Right before you left to travel back to Ogiliville, Chester pulled you aside and told you that he did not feel that he was trained well enough. He said that if he was sent to Europe to fight, he probably would be killed. You are worried that this information may scare the other kids and even your wife. On the other hand, maybe they have a right to know what is really happening.

On your own piece of paper, answer the following questions:

Will you keep this information from the rest of the family? If so, why? If not, with whom will you share it? Why?

Carrie

Recently, the family took a train down to visit Chester before his deployment. While there, Chester said he had told Charles to join the Navy because, "it would be safer to join the Navy than the Army." This causes you to worry more about the dangers that Chester and Charles are facing. You are worried that this could cause your husband and children to be more afraid for their family members. On the other hand, maybe it would be better to face the truth about the situation.

On your own piece of paper, answer the following questions:

Will you keep this information from the rest of the family? If so, why? If not, with whom will you share it? Why?

Dorothy

Recently, the family took a train down to visit Chester before his deployment. While there, you reminisced with him about how he would sneak you along with him to the drive-in movie theater when he had a date. This made you miss him more and more. Maybe if you talk to someone about how much you miss him, you might feel better. However, it could just make the rest of your family sadder and they have plenty on their plates as it is.

On your own piece of paper, answer the following questions:

Will you keep this information from the rest of the family? If so, why? If not, with whom will you share it? Why?

Albert

Recently, the family took a train down to visit Chester before his deployment. While you were there, you remembered how Chester would take you out in his car, set you in his lap and let you steer. You think Chester is fun and you miss him a lot. You wish there was something you could do to help bring him home. You help sell war bonds and turn in scrap metal to war drives but you are very helpless. If you talk to a family member about it you may feel better or they might see you as another problem the family is facing and it may make them feel worse.

On your own piece of paper, answer the following questions:

Will you keep this information from the rest of the family? If so, why? If not, with whom will you share it? Why?

Writing Assessment Rubric

	Exemplary	Accomplished	Developing	Beginning
Content	Response exceeds expectations by addressing the prompts with details. Cites specific information from the discussion with the family groups and documents.	Response fully address the prompts. Cites information from the discussion with the family groups or documents.	Response does not fully address the prompts. Cites minimal information from the discussion with the family groups or documents.	Response does not address the prompts. Does not cite information from the discussion with the family groups or documents.
Voice	Fully written in the voice of the character	Almost fully written in the voice of the character	Mostly written in the voice of the character	Not written in the voice of the character
Role Play	Engaged with group and stayed in character the whole time.	Engaged with group and stayed in character most of the time.	Engaged with group and stayed in character some of the time.	Did not engage with group or stay in character.
Mechanics	No grammatical, spelling, or punctuation problems	Few grammatical, spelling, or punctuation problems	Several grammatical, spelling, or punctuation problems	Multiple grammatical, spelling, or punctuation problems that impede understanding

Final Writing Assessment Rubric

	Exemplary	Accomplished	Developing	Beginning
Content	Response exceeds expectations by addressing the prompts with details. Cites specific information from the discussion with the family groups and documents.	Response fully address the prompts. Cites information from the discussion with the family groups or documents.	Response does not fully address the prompts. Cites minimal information from the discussion with the family groups or documents.	Response does not address the prompts. Does not cite information from the discussion with the family groups or documents.
Mechanics	No grammatical, spelling, or punctuation problems	Few grammatical, spelling, or punctuation problems	Several grammatical, spelling, or punctuation problems	Multiple grammatical, spelling, or punctuation problems that impede understanding

“Decisive Battle For Reich May Follow Lull in Fight,” October 19, 1944

The Columbus Herald

Decisive Battle for Reich May Follow Lull in Fight

London, Oct. 19 (AP)—Heavy rains the length of the western front from Holland to the Swiss border slowed Allied offensive operations today but everywhere there were indications of a build-up for what may become a decisive battle of the war.

A British Second army staff officer was quoted in a front dispatch last night as expressing the view there is a probable chance the major decision and final phase of the European war may be fought out in the next 10 weeks.

Preparations for a large-scale and sustained Allied jump-off toward the Rhine now are approaching an end, he said. The current jabbing operations at Aachen and elsewhere along the front, are necessary, he added, to prepare a springboard.

Wait for Good Weather.

How soon the starting gong will sound was said to depend upon two major factors—favorable weather and establishment of a shorter route of supply.

Antwerp, only 100 miles from the Rhine-Ruhr confluence, is the logical port of supply for the western front.

A dispatch from supreme head-

quarters in Paris said the battle to open up its docks now is moving into the final phase.

Antwerp fell into Allied hands virtually undamaged Sept. 4 in the swift British-Canadian northward thrust in Belgium, but German guns still commanded both sides of the 50-mile stretch of the Schelde river estuary down to the sea.

Hard Fight Ahead.

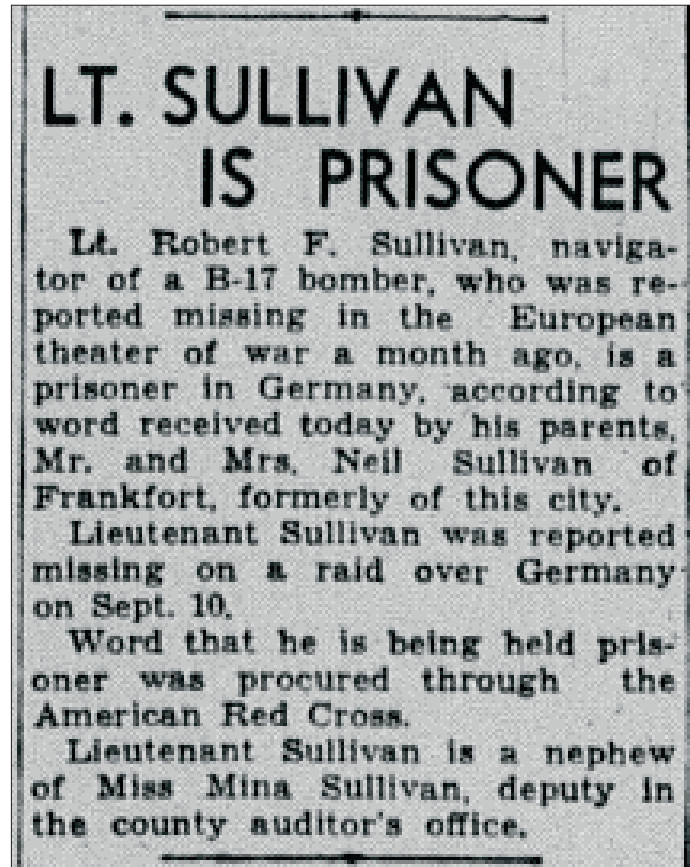
The Canadians have squeezed the enemy out of all but the last south bank box roughly 12 miles wide and 10 to 15 miles deep across from Flushing. A hard fight lies ahead, however, and the Germans can be expected to do everything in their power to block the channel.

Until the Antwerp docks are available Allied stores must be transported hundreds of miles from the main Normandy base.

Capt. Ludwig Sertorius, German radio commentator, took a gloomy view of the situation. In a broadcast last night he admitted that “the Americans have succeeded in encircling Aachen on the 16th day of battle, and these troops no doubt will attempt a breakthrough to either Cologne or Dusseldorf.”

"Lt. Sullivan is Prisoner," October 20, 1944

The Evening Republican



"Sgt. Johnson Listed Missing on Reich Front," October 25, 1944

The Columbus Herald

SGT. JOHNSON LISTED MISSING ON REICH FRONT

Soldier Hurt in France Is Lost in Action in Germany.

CARMICHAEL WOUNDED

Injured in Marines' Invasion of Palau, Parents Learn.

Staff Sgt. Luther D. Johnson, 21, who returned to duty Aug. 24 after being wounded in France, has now been listed as missing in action in Germany, according to a War department telegram received by his parents, Mr. and Mrs. James H. Johnson of 407 Maple street.

The telegram, received Monday, stated he had been missing in action in Germany since Oct. 4. The last letter received from him by his parents was written in France on Sept. 15. He reported that he was well at that time.

Johnson was last reported serving with the 29th Infantry division, one of the units which took part in the Normandy invasion. On July 29, his parents were notified that he had been wounded in action on June 30. They also received letters from him, reporting that he was getting along all right after being wounded by mortar fragments. Later they received notice from the War department that Johnson had returned to duty Aug. 24.

Eighth on Missing List.

A former employe of Noblitt-Sparks Industries here, Johnson entered service Feb. 22, 1943, and started training the following month. He took basic training at Camp Wolters, Tex.

Johnson brings to eight the number of Bartholomew county service men now listed as missing in action. A total of 19 have been listed as missing in action, but seven of these later were found to be prisoners of war, while four have been officially declared dead.

Johnson has two brothers in service, Pfc. Jesse Johnson, who is in the South Pacific area, and Clarence Johnson, who is at sea with the Navy. Both his parents are employed at Stadler Bros. Packing company plant.

Don Carmichael Wounded.

Sgt. Donald H. Carmichael has been wounded in action, presumably in the invasion of Palau, his parents, Mr. and Mrs. Howard Carmichael, 2011 Twenty-fifth street, were notified this week.

He said in a letter dated Oct. 10 that he had been wounded and was in a hospital in New Caledonia. He did not tell the nature of the wound or give other details. However, he wrote the letter himself.

Sergeant Carmichael was one of three local boys who enlisted together in the Marines in 1941 and served together on Guadalcanal and in other actions against Japanese. Another of the trio, Pfc. Robert DuLong, was wounded in the Palau invasion. The third, Sgt. Harry Lister, Jr., returned to the States last summer on leave.

“Ferrenburg is Victim of War in Luxembourg,” October 25, 1944

The Evening Republican

**FERRENBURG IS
VICTIM OF WAR
IN LUXEMBOURG**

Local Soldier Serving With
83rd Killed Oct. 8, Wife
Is Informed.

JOHN CLEMENTS MISSING

Former Columbus Specialty
Employee Unreported Since
Sept. 22.

Staff Sgt. Robert E. Ferrenburg, 29, was killed in action in Luxembourg Oct. 8, according to a War department telegram received Monday afternoon by his wife, Mrs. Cassie Ferrenburg, 824 Jewell street.

Sergeant Ferrenburg, a former employe of Noblitt-Sparks, was last reported serving with the 83rd Infantry division, unit formerly stationed at Camp Atterbury. He joined the division while it was at Camp Beckinridge, Ky., after leaving Atterbury.

Entering service in January, 1941, at North Vernon. Sergeant Ferrenburg went overseas with the 83rd Division last March. The last letter received from him by his wife was written Oct. 5, three days before the date of his death as given in the telegram.

Sergeant Ferrenburg was a son of Mrs. Clara Christy of 728 Union street and was born at Elizabethtown. He attended school at Scipio.

In addition to his wife and mother, he is survived by two daughters, Willmamae, 8, and Donna, 9, and a stepson, Billy Joe Foster. He attended the Methodist church.

Letter from Homer Capehart to Mrs. Carrie Lane

Courtesy of Dorothy Lane

Mrs. Carrie Lane
Rural Route 7
Columbus, Indiana

Dear Mrs. Lane:

I regret to learn from the War Department that your son, Chester Lane, has given his life in the service of his Country.

While I realize that no words of mine can lessen your grief, I do wish you to know that you have my deepest sympathy.

Sincerely,

Homer E. Capehart

“US Winter Campaign Carries Beyond Last War’s Armistice Line,” January 9, 1945

The Evening Republican

U. S. WINTER CAMPAIGN CARRIES BEYOND LAST WAR’S ARMISTICE LINE

U. S. Third Army Closes in 4½ to 8½ Miles from French City.

7 DIVISIONS THROWN IN

Gain 10 Miles in Three Days on 55-Mile Arc Around Town.

London, Nov. 10 (AP)—The U. S. Third army’s winter offensive passed beyond the trenches of the 1918 armistice and closed today to within 4½ miles north and 8½ southeast of the Germans’ French fortress city of Metz.

Gains netted up to five miles and toppled several towns and villages, including the important hub of Chateau-Salins.

Lt. Gen. George Patton Jr. threw in additional armored forces into the drive which had registered up to 10 miles in a 3-day push on a 55-mile arc on both sides of the fortress city.

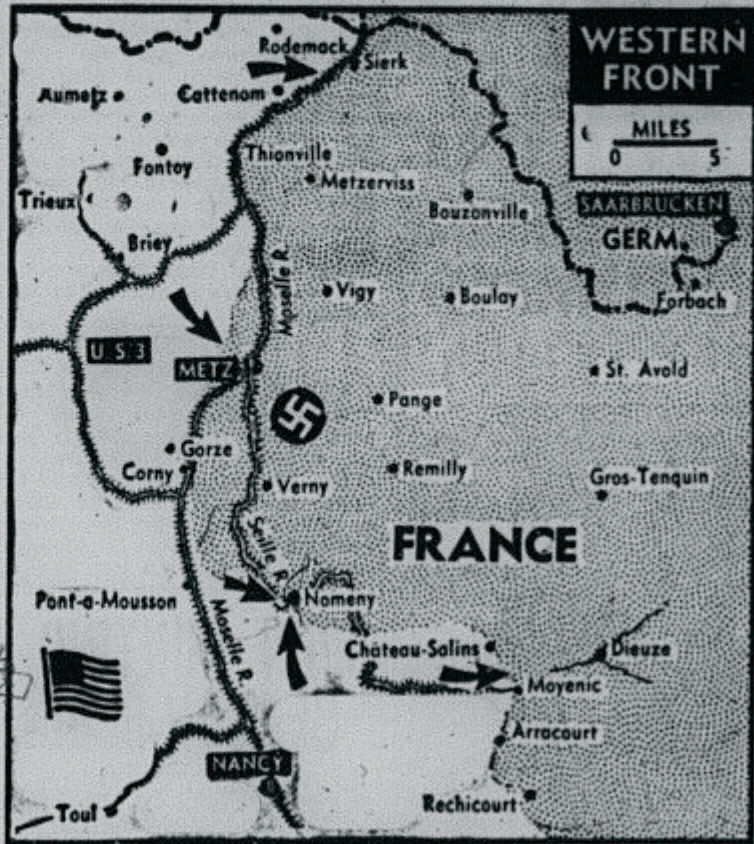
The Sixth Armored division leapfrogged infantry which had spearheaded the push and rushed well beyond Buchy, which is 8½ miles southeast of Metz and only 10 miles from the Metz-Saarbrücken road to Germany.

Deepen Bridgehead.

The offensive broke out in a new spot five miles north of Metz.

Farther north, near the Luxembourg border, the 90th Infantry

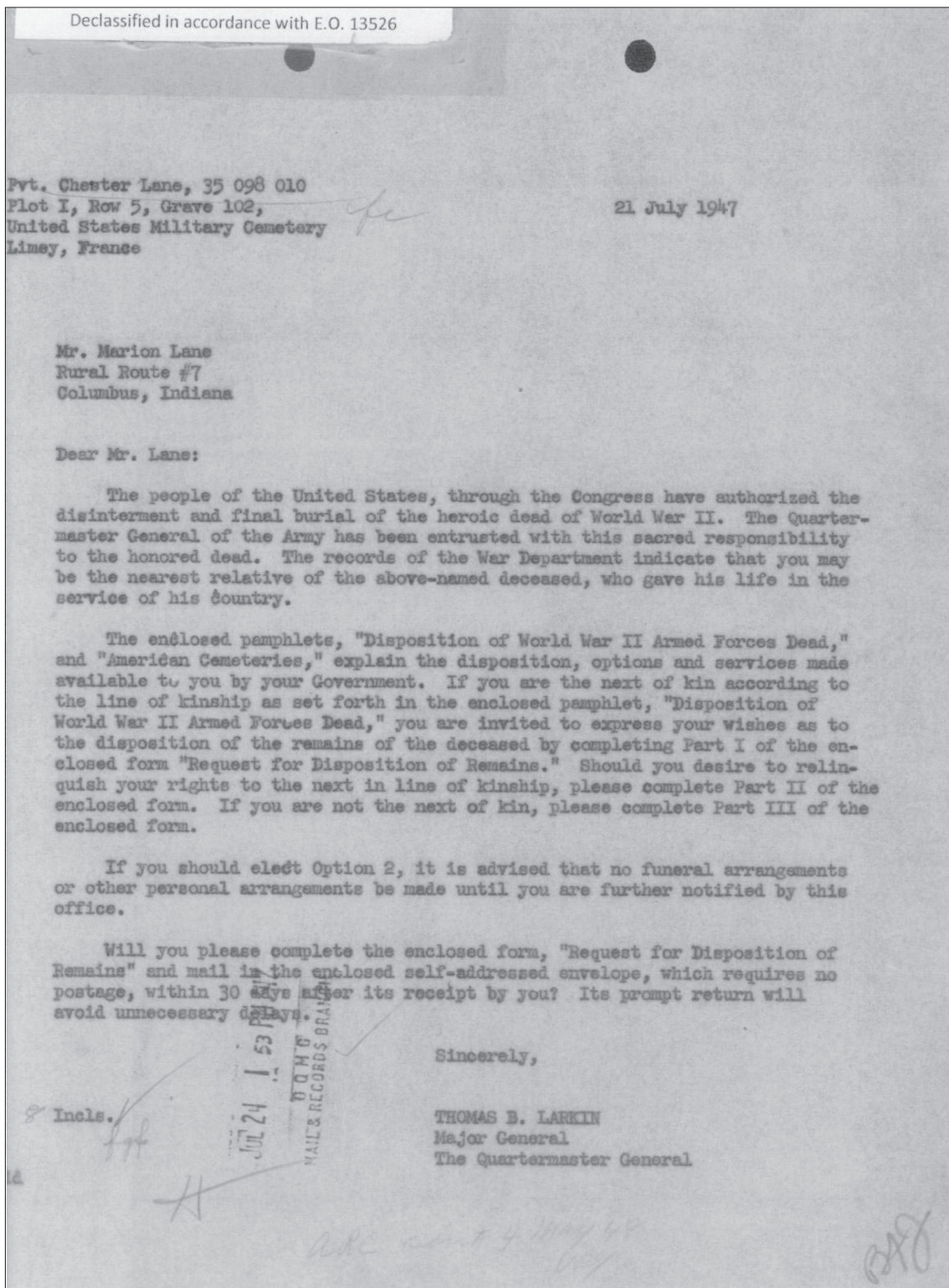
Yanks Knife Into Nazi Positions



Map above shows where troops of three divisions of the U. S. 3rd Army knifed into German positions north and south of Metz in a developing threat to encircle the key fortress guarding the approaches to the Saar Valley.

Letter from Major General Thomas B. Larkin to Mrs. Carrie Lane, July 21, 1947

Department of the Army



Disposition of World War II Armed Forces Dead, 1946 (excerpt)

American Battle Monuments Commission

6

OPTIONS TO BE GIVEN NEXT OF KIN

Option 1—

The remains be interred in a permanent American military cemetery overseas.

The establishment of permanent American military cemeteries overseas in the various areas in which American forces served is contemplated.

Option 2—

The remains be returned to the United States, or any possession or territory thereof, for interment by next of kin in a private cemetery.

Shipment will be made to the city or town designated by the next of kin.

Option 3—

The remains be shipped within, or returned to a foreign country, the homeland of the deceased or next of kin, for interment by next of kin in a private cemetery.

Shipment to a foreign country is dependent upon the ability of the

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United States Government to obtain entry and reinterment authority therein. If authority can be obtained, shipment will be made to the city or town designated by the next of kin.

Option 4—

The remains be returned to the United States for final interment in a national cemetery.

When this option is desired, the remains will be transported to the continental United States and interred in a national cemetery selected by the next of kin. Burial in the national cemetery desired is subject to availability of space therein.

Alternate Choice

If the options described above do not provide for your wish, it is suggested you submit your specific desire to the Office of The Quartermaster General for final decision by the War Department as to its legality and practicability.