



AMERICAN MEMORIALS IN PARIS

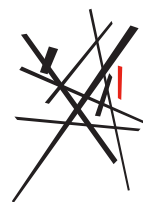
Recommended Grade Levels

7-12

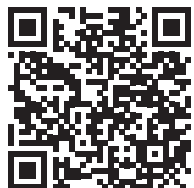
Course/Content Area(s)

World History, U.S. History

Vintage-style artwork of the Suresnes American Cemetery, just outside of Paris.



THE NATIONAL
WWI MUSEUM
AND MEMORIAL



Suresnes American Cemetery.
American Battle Monuments Commission.



LESSON OVERVIEW:	From the beginning of the Great War, Americans stepped up to participate in the war effort, long before the United States ever joined the war. Some Americans even sacrificed all, coming to the aid the nation's oldest allies by joining the French Foreign Legion and fighting for France as early as 1915. In this lesson, students will learn more about the complex relationship between the United States and France, building an understanding of how there has come to be so many American cemeteries in France, with two even occupying land just outside of the heart of Paris.
OBJECTIVES:	<i>Students will:</i>
	• explore the historically close ties between France and the United States through the lens of WWI. • discover why prominent land was used to memorialize American service members to be buried in France.
STANDARDS ALIGNMENT:	National Council for the Social Studies (NCSS) C3 Framework Standards: D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders) D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
TIME NEEDED:	1 50-minute class
INTERDISCIPLINARY:	Government and Politics, Modern World History
PRIOR KNOWLEDGE:	• Basic understanding of who went to war during WWI and who nations were allied with • Basic knowledge of why the United States joined WWI
MATERIALS NEEDED:	• Artwork of Suresnes American Cemetery and the Lafayette Escadrille Memorial Cemetery for projection • Timeline of Franco-American Relations (1776-1989) • Copies of the Memorials in Paris Exploration sheet for each student

	• Student access to the following websites: ○ A Timeline of American Implication in WWI ○ Americans Fight and Die in France in WWI ○ American Troops Arrive in Europe Playlist ○ Video about Suresnes American Cemetery ○ Suresnes American Cemetery Fact Sheet ○ 360 Tour of Suresnes American Cemetery ○ Video about Lafayette Escadrille Memorial Cemetery ○ Lafayette Escadrille Memorial Cemetery Fact Sheet ○ American Women Rebuilding France ○ French Mascots – Orphans of the War
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LESSON

INTRODUCTION:

1. Project this image: [Suresnes American Cemetery](#) artwork.
2. Ask students to note specific things that stand out in the image.
3. Ask students where they think this cemetery is located, who they think might be buried there, and what they think it might be memorializing.
4. Project this image: [Lafayette Escadrille Memorial Cemetery](#) artwork.
 - a. Note: This site includes a swastika symbol. The swastika symbol featured in the mosaic floor tile at the Lafayette American Cemetery is reflective of the Lafayette Escadrille's original insignia and fuselage design. The symbol, added by American WWI aviator Raoul Lufbery as symbol of good luck, bravery, and independence, was commonly used at the time in Native American iconography, particularly among tribes in the Southwest. At the time of WWI it did not have the negative associations it does today.
5. Ask students to note specific things that stand out in the image.
6. Ask students where they think this cemetery is located, who they think might be buried there, and what they think it might be memorializing.
7. Explain to students that today they will be exploring the long history between France and the United States.

DIRECTIONS:

Part 1: Context

1. Provide students access to the timeline of Franco-American relations.
2. Have students create a T-chart, labeling one side as "Positive Relations" and the other as "Negative Relations".
3. Students should read through the timeline and classify each event into the appropriate space on the chart.
4. Host a brief discussion after students have finished over the question: Have French and American relations been mostly positive or negative in nature?

Part 2: Explore

1. Project [this map of cemeteries and memorials kept by the American Battle Monuments Commission](#) – zoom in on Paris and show students the proximity of the Suresnes American Cemetery and Lafayette Escadrille Memorial Cemetery to the heart of the city.
2. Explain to students that the Lafayette Escadrille Memorial Cemetery was built using private donations from the American and French civilians and was added to the ABMC's sites in 2017.
3. Provide students with the Memorials in Paris Exploration sheet

4. Provide students with links to the required websites (it's recommended that you post them in your LMS in advance).
5. Instruct students to answer the questions provided on the Memorials in Paris Exploration sheet.
6. Let them know that at the end, they will be asked to write a claim and provide three pieces of evidence to explain their reasoning, in order to answer the question: Why would the French provide land for cemeteries and memorialization of Americans in such a prominent spot in their nation?
 - a. Ensure they are clear that Paris is a densely populated city, the capital of France, and that land is extremely expensive and hard to gain access to.

POST-ASSESSMENT:

Ask students to complete an outline of the following:

- Write a claim statement answering the question: Why would there be cemeteries and memorials of Americans in such prominent spots in France?
- Include three supporting reasons in the statement.
- Include at least one piece of evidence for each reason as bullets below the claim.
- Specifically reference symbolism at the sites and of the sites themselves in your answer.

MODIFICATIONS/ACCOMMODATIONS

- Allow students to work together to complete everything up to the assessment, shortening the time the lesson takes, as well as helping students who might struggle with processing.
- Go over the timeline as a class, rather than having students record anything from it.