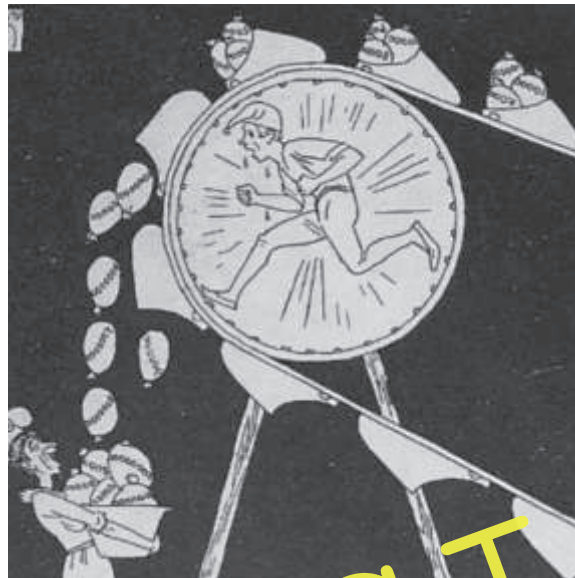


The German Michel and the Weimar Republic. Opfer der Alliierten oder gleichwertiger Partner in der internationalen Gemeinschaft?

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The German Michel, cartoon published in the satirical magazine *Kladderadatsch* (Bonn, 1921)

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Der Deutsche Michel ist eine Form der nationalen deutschen Identität, die noch heute in Zeitungen und im Internet eine Rolle spielt. Doch welche Bedeutung hatte diese Form der Identifikation der Deutschen in der Weimarer Republik? Wie wurde der Deutsche Michel innerhalb Deutschlands, aber auch von den Alliierten wahrgenommen?

Die Reihe ermöglicht den Schülern eine Auseinandersetzung mit den Interessen und Wertvorstellung der Alliierten und der Deutschen in der Zeit der 20er Jahre des 20. Jahrhunderts. Die Lernenden erhalten die Möglichkeit, Multiperspektivität und Alterität mithilfe der Identifikationsfiguren des Deutschen Michel, Uncle Sam, John Bull und Marianne zu erfahren. Die Darstellung dieser Stereotype spiegelt die in jener Zeit vorhandenen Bedenken, Stimmungen und Wünsche parallel zu den Ereignissen der Geschichte. Sie lässt die Schüler damit eine weitere Schicht von Geschichte – die der öffentlichen Meinung – in den Blick nehmen.

Klassenstufe: 8/9

Dauer: 8 Unterrichtsstunden
(4 Doppelstunden)

Bereich: 20. Jahrhundert, Weimarer Republik, Versailler Vertrag

Kompetenzen:

- nationale Personifikationen im zeitlichen Kontext der Weimarer Republik einordnen
- sich mit der Karikatur als politischer Satire auseinandersetzen
- die Beziehung Deutschlands zu den Alliierten in der Zeit der Weimarer Republik anhand von Deutschem Michel, Uncle Sam, Marianne und John Bull beurteilen

Materialübersicht**1./2. Stunde The German Michel in the Weimar Republic**

M 1	(Fo)	What makes Germany special?
M 2	(Ab/Bi)	Wanted! – Analysing cartoons
M 3	(Wo)	Adjectives to describe people in cartoons
M 4	(Ab)	The use and purpose of a national symbol

3./4. Stunde The Treaty of Versailles: A fair peace treaty?

M 5	(Ab/Bi)	France and the Treaty of Versailles
M 6	(Ab/Bi)	The United States and the Treaty of Versailles
M 7	(Ab/Bi)	Great Britain and the Treaty of Versailles
M 8	(Ab)	Role cards – aims of the Big Three
M 9	(Ab/Bi)	The Entente Bell of Peace – analysing a cartoon
M 10	(Ab/Bi)	The poisoned mash – analysing a cartoon

5./6. Stunde The Ruhr Occupation 1923: Does the Weimar Republic pass the stress test?

M 11	(Bi)	What stresses the Germans out? – The German Michel and the Ruhr Occupation
M 12	(Ab/Fi)	The Ruhr Occupation – watching a video on the relationship between Germany and France
M 13	(Ab)	The Ruhr Occupation – the positions of France and Germany
M 14	(Ab/Bi)	How do the Britons see the Ruhr Occupation? – opinions
M 15	(Ab/Bi)	How do the Americans see the Ruhr Occupation? – opinions
M 16	(Tb)	The Ruhr Occupation – an overview
M 17	(Tx)	Ending and consequences of the Ruhr Occupation

7./8. Stunde Researching the German Michel's role as national symbol until today

M 18	(Tx)	End of unit task: The German Michel's role until today
M 19	(Tx)	Help to do your task

Ab: Arbeitsblatt – **Bi:** Bildimpuls – **Fi:** Filmsequenz – **Fo:** Folie – **Tb:** Tafelbild – **Tx:** Text – **Wo:** Wortschatz

John Bull



DESCRIPTION

CHARACTERISTICS

Marianne



DESCRIPTION

CHARACTERISTICS

http://www.historic-uk.com/CultureUK/John-Bull/

https://en.wikipedia.org/wiki/Marianne

VORANSICHT

Tasks

1. Describe the national personifications by having a look at the given cartoon or picture.
2. Characterise the national personifications by having a close look at their gestures, appearance and surroundings to find out about human traits, emotions and intentions.

M 5 France and the Treaty of Versailles

After the end of the First World War, representatives of the Allies came together in Versailles at a conference to negotiate¹ a peace treaty. As France, Great Britain and the United States had experienced the war differently, they also had different ideas of how to treat Germany.

Starting negotiations in January 1919, the Allies tried to find just peace terms with Germany in the so-called Treaty of Versailles. Unfortunately, it was the Allied powers only – and above all, the Big Three (Great Britain, the United States and France) to draw up the conditions in this famous treaty while the Germans were only supposed to accept it at the end. The leading Allied statesmen at the time were Georges Clemenceau (France), David Lloyd George (Great Britain) and Woodrow Wilson (United States).

The French Prime Minister Georges Clemenceau, who was nicknamed “the Tiger” because of his hard line against Germany, had to consider the political interests of his own country. He wanted to take revenge² on Germany for France’s massive damages and losses caused by the war. Germany should be so severely punished that it could never again attack France. Consequently, he demanded reparations³ for France to cover war damages, speed up the French reconstruction⁴ and weaken Germany. In addition to that, France wanted the Rhineland as a buffer zone⁵ against future invasions.

On 16 June 1919, he spoke at the Paris Peace Conference: “Justice is what the German Delegation asks for and says that Germany had been promised. Justice is what Germany shall have. But it must be justice for all. There must be justice for the dead and wounded and for those who have been orphaned [...] (We have to take care) that Europe might be freed from Prussian despotism. That is why the Allied and Associated Powers have insisted as a cardinal⁶ feature of the Treaty that Germany must pay reparations to the very uttermost of its power.”

Source: © Invitation to History 2, Cornelsen: Berlin, 2010, pp. 7–20.

Annotations:

1 **to negotiate**: etwas verhandeln – 2 **revenge**: Rache – 3 **reparation**: Wiedergutmachungszahlung – 4 **reconstruction**: Wiederaufbau – 5 **buffer zone**: Pufferzone – 6 **cardinal**: Haupt-



An old story which could easily happen again, if the distant relatives do not get on with us so that we could warn them about the danger.

Le Petit Chaperon Rouge 18, 1919.

Task 1: Focus on the cartoon: What can you find out about France’s behaviour, the other figures and what’s happening in the background?

Helpful expressions for describing the cartoon: **Little Red Riding Hood**: Rotkäppchen – **basket**: Korb – **Phrygian cap**: Kappe, ähnlich der Zipfelmütze – **to get on with so.:** mit jmdm. auskommen

Task 2: With the help of the additional information in the text, make a list of French demands after World War I depicted in the cartoon.

M 8 Role card – aims of the Big Three

This role card will help you to consider your country's role in the role play.

Task: Find adjectives to describe your country's behaviour and attitude during the discussion. Then fill in the list of your country's demands after World War I. Be prepared for a discussion on a peace treaty between the Allied Powers and Germany.

Your behaviour, personality and attitude during the discussion: _____

Vocabulary help: Descriptive words for behaviour, attitude and personality.

accusing	anklagend	disdainful	verächtlich	scornful	verächtlich
amiable	freundlich, nett	friendly	freundlich	sympathetic	mitfühlend
angry	wütend	judgemental	wertend, beurteilend	threatening	drohend
authoritative	autoritär, herrisch	outraged	schockiert	timid	ängstlich
benevolent	wohlwollend	patronizing	bevormundend	tired	müde
bitter	bitter	peaceful	friedlich	wrathful	zornig
cheerful	fröhlich, lustig	uninterested	desinteressiert	neutral	neutral
critical	kritisch				

These points are important to you and you are not ready to give them up:

1. You want to end war and have everlasting peace.

2. _____

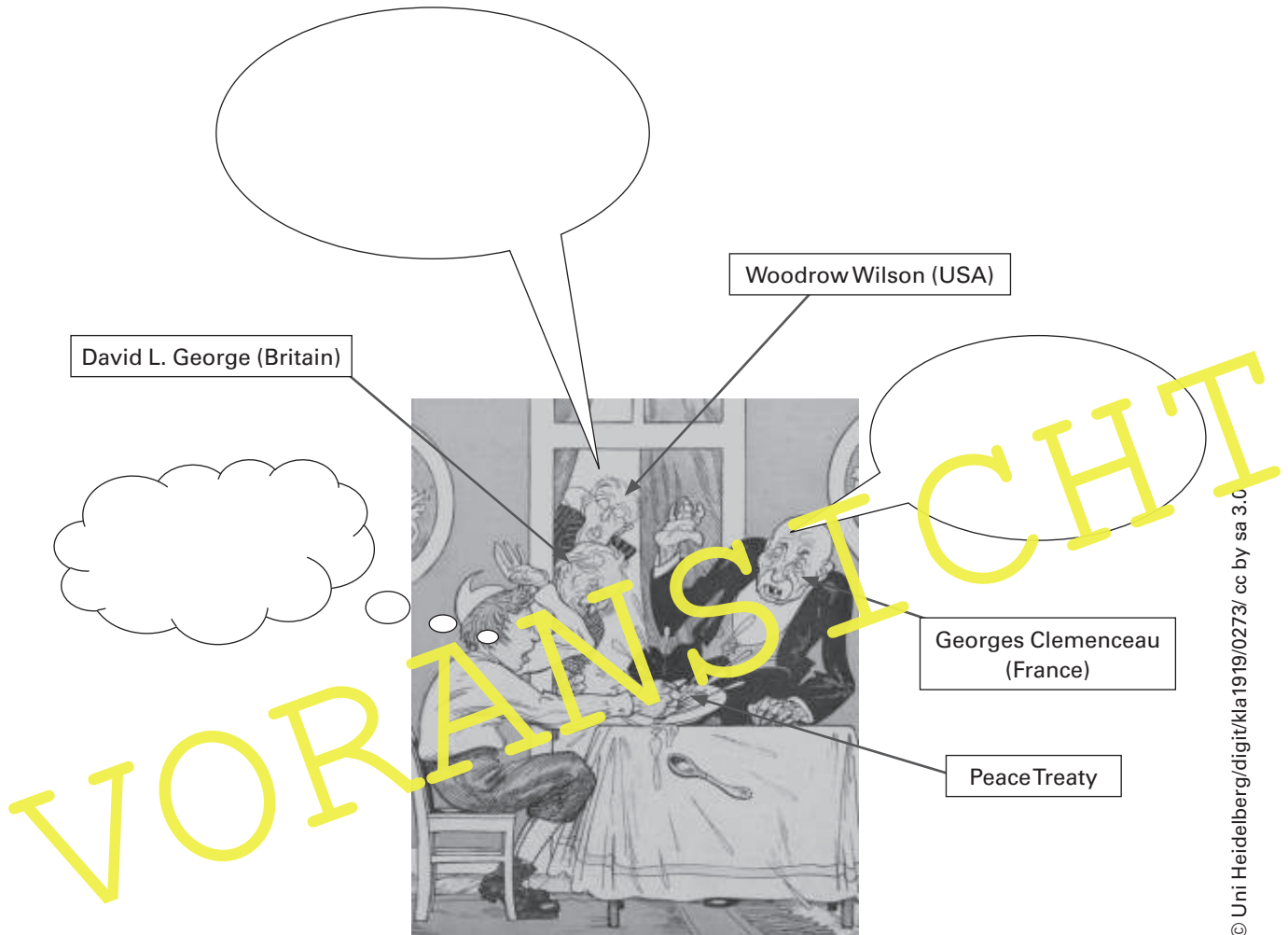
3. _____

4. _____

M 10 The poisoned mash – analysing a cartoon

The Treaty of Versailles was widely discussed in German newspapers. The Germans were not aware of the Allies' struggle to find a peace treaty which was acceptable for all parties. This is how the Germans interpreted the Treaty of Versailles.

The poisoned mash¹



Tasks

Work on your own.

1. Analyse what is happening in the cartoon and fill in the speech bubbles.



Work with a partner.

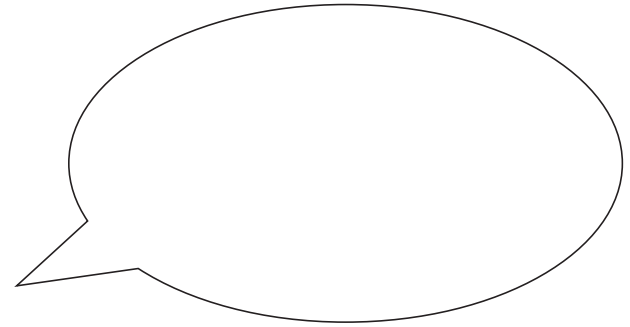
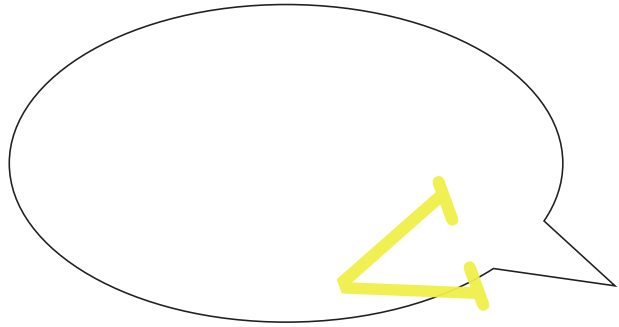
2. Talk with your partner about ...
 - ... what's happening in the cartoon.
 - ... how the German Michel is depicted².
 - ... how the Big Three are depicted.



Annotations

1 **poisoned mash**: Giftbrei – 2 **to depict sth.**: etw. darstellen

M 13 The Ruhr Occupation – the positions of France and Germany



Handwriting practice lines for the left speech bubble.

Handwriting practice lines for the right speech bubble.

Task: Compare the feelings between France and Germany during the Ruhr Occupation. Put yourself in the position of France/Germany and fill in the speech bubbles while using the new vocabulary.

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