

How to Analyse Monuments in their Historical Context. Denkmäler aus der Zeit des Deutschen Kaiserreichs analysieren (Kl. 8)

Charlotte Kellner, Stuttgart



© Wikimedia Commons/Martin Kraft BY-SA 3.0

In fast jeder deutschen Stadt sind sie heute noch allgegenwärtig: Denkmäler aus der Zeit des Deutschen Kaiserreichs. Oft massiv mit eindrucksvollen Figuren überladen prägen sie das Stadtbild. Doch kaum einer kennt heute noch ihre Bedeutung. Kaum einer ist sich bewusst, an welche Personen oder Handlungen sie erinnern sollen. Sie sind vergessen. Die Denkmäler fallen auf, ohne aufzufallen.

Von welcher Entstehung hintergrund wurden sie errichtet? Was bedeuten die einzelnen Symbole auf ihnen? Was wollen die Denkmäler aussagen? Und inwiefern erfüllten sie die Ziele des damaligen Staats? Anhand von eigenen Textquellen und zeitgenössischen Gemälden trainieren die Schülerinnen und Schüler ihre Methodenkompetenz, indem sie Denkmäler in ihrem geschichtlichen Zusammenhang analysieren. Dies erfolgt am Beispiel der Denkmäler des Deutschen Kaiserreichs.

Klassenstufe: ab Klasse 8

Dauer: 4 Stunden

Bereich: Deutsches Kaiserreich, Reichsgründung, Methodenkompetenz „Denkmäler analysieren“

Kompetenzen:

- Zweck der Denkmäler und des Denkmalbaus im Kaiserreich erklären
- die typischen Symbole, die auf Denkmälern des Deutschen Kaiserreichs genutzt wurden, kennen und deuten
- eigenständig Denkmäler im Hinblick auf ihre Entstehungszeit analysieren

Medienhinweise

Printmedien

Arand, Tobias (2011): „Sie fielen für Vaterlands Einheit und Recht“. Das Denkmal für die in Ludwigsburg gefallenen und begrabenen deutschen „Krieger“ aus dem „Feldzug“ von 1870/71. In: Ludwigsburger Geschichtsblätter, H.65. S.125–149.

Ausführliche und detaillierte Beschreibung des Kriegerdenkmals in Ludwigsburg.

Arand, Tobias (Hrsg.) (2012): Das Schlachtfeld von Wörth: Geschichtsort, Lernort, Denkort. Münster: Zentrum für Lehrerbildung.

Interessante Darstellung über die Schlacht von Wörth und ihre Erinnerungskultur.

Schmid, Hans-Dieter (2003): Den zukünftigen Geschlechtern zur Vacheiferung. Denkmäler als Quellen der Geschichtskultur. In: Praxis Geschichte, H.6, S. 4–10.

Kurzer Abriss zu der Bedeutung sowie der Analyse von Denkmälern im Unterricht

Internetseiten

www.schloesser-hessen.de/fileadmin/user_upload/content/pdfs/pressmeldungen/pdfs_jpg_Fuehrer/Niederwalddenkmal_deutsch_klein_Version_1_ko-2.jpg

Dieses Faltblatt thematisiert das Niederwalddenkmal in allen Facetten.

Verlaufsübersicht zur Reihe

1./2. Stunde: Guided analysis of monuments using the *Niederwalddenkmal* as an example

3./4. Stunde: Independent analysis of three important monuments of the German Empire

Verlaufsübersicht zu den Stunden

1./2. Stunde: Guided analysis of monuments using the *Niederwalddenkmal* as an example

Material	Verlauf
M 1	The <i>Niederwalddenkmal</i> / Aktivierung von Vorwissen anhand eines Bildes
M 2	Historical background of the monuments / Erarbeiten des geschichtlichen Hintergrunds, der den Bau der Denkmäler beeinflusste
M 3	Guide to symbols on the monuments of the German Empire / die Symbole der Denkmälern in einer Zuordnungsübung kennenlernen
M 4–M 5	Symbols and elements of the <i>Niederwalddenkmal</i> / Analyse der Symbole und Elemente auf dem Niederwalddenkmal im Rahmen eines Partnerpuzzles
M 6	For our workers: an opening speech / Schreiben einer Eröffnungsrede als Möglichkeit der quantitativen Differenzierung während der Partnerarbeit
M 7	Solution sheet – symbols and elements of the <i>Niederwalddenkmal</i> / Sicherung der Ergebnisse des Partnerpuzzles
M 8	The <i>Niederwalddenkmal</i> – thoughts of visitors / Erteilen der Arbeitsanweisung für eine handlungsorientierte Weiterarbeit anhand der Folie

3./4. Stunde: Independent analysis of three important monuments of the German Empire

Material	Verlauf
M 9	Three important monuments – instructions for a group puzzle / Erteilen der Arbeitsanweisung für ein Gruppenpuzzle
M 10–M 12	The Kyffhäuser Monument (Group A) / The Bavarian Monument (Group B) / The war monument in Ludwigsburg (Group C) / Analyse von drei Denkmälern im Rahmen eines Gruppenpuzzles
M 13	A conference – creating your own monument for the German Empire / Erteilen der Arbeitsanweisung zu einer Konferenz, in der ein eigenes Denkmal entwickelt werden soll (Handlungsorientierung)

Materialübersicht**1./2. Stunde: Guided analysis of monuments using the Niederwalddenkmal as an example**

M 1	(Fo)	The <i>Niederwalddenkmal</i>
M 2	(Tx)	Historical background of the monuments
M 3	(Tx)	A guide to the symbols on the monuments of the German Empire
M 4	(Ab)	Symbols and elements of the <i>Niederwalddenkmal</i> (Partner A)
M 5	(Ab)	Symbols and elements of the <i>Niederwalddenkmal</i> (Partner B)
M 6	(Tx)	For fast workers – an approach
M 7	(Tx)	Solution sheet – symbols and elements of the <i>Niederwalddenkmal</i>
M 8	(Ab)	The <i>Niederwalddenkmal</i> – thoughts of visitors

3./4. Stunde: Independent analysis of three important monuments of the German Empire

M 9	(Tx/Bi)	Three important monuments – instructions for a group puzzle
M 10	(Tx)	The <i>Kyffhäuser Monument</i> (Group A)
M 11	(Tx)	The <i>Bavarian Monument</i> (Group B)
M 12	(Tx)	The war monument in Ludwigsburg (Group C)
M 13	(Fo)	A conference – creating your own monument of the German Empire
M 14	(Ab)	Test your knowledge – a crossword puzzle

Ab: Arbeitsblatt; **Bi:** Bildimpuls; **Fo:** Farbfolie; **Tx:** Text

M 2 Historical background of the monuments

Find out about the purposes of the monuments of the German Empire.

In the _____ (1813–1815), the German states fought together against the French Emperor Napoleon and achieved to liberate themselves from the French domination. Through that joint struggle, the German people developed a national consciousness and the desire to be united as one German nation. But in the _____ (1815), the _____ was created: only a weak association of the German states.

During the _____, a period of political uprising, the German people demonstrated for more freedom, equality and a united nation. This movement culminated in the _____ of 1848–49 where civic members of the Frankfurt Parliament produced a constitution, which proclaimed a German Empire, a _____ solution based on democratic principles. But the Prussian king refused to accept the office of the emperor when it was offered to him. The revolution failed.

Now Prussia prepared the founding of a German national state by military means. After the _____ (1864) and the Austro-Prussian War (1866), the _____ was the last and decisive war of the _____. It took place from 19 July 1870 to 28 January 1871 in France and in the Rhine Province. Prussia and other German states fought together in a joint struggle and finally defeated France. One important battle was the _____ (1 and 2 September 1870).

The victory of the Germans in the Franco-Prussian War led to the _____, a Lesser German nation state, headed by _____. Thus the unification of the German states was achieved, but not by the lower levels of German society, but by "iron and blood" and a small power elite. _____, the King of Prussia, was proclaimed Emperor of Germany on 18 January 1871 in the Hall of Mirrors in Versailles Palace. The government of the new state was a federal semi-constitutional monarchy. As a result of the lost war, France lost the provinces _____ to Germany and it had to pay high war reparations.

Formation of the German Empire – Battle of Sedan – Vormärz – Alsace and Lorraine – Congress of Vienna – Prussia – German Revolutions – Lesser German – King Wilhelm I. – German Campaign – Franco-Prussian War – German Confederation – Wars of German Unification – Second Schleswig War

Tasks

1. Fill in the gaps with the words from the box.
2. Think about possible problems that the Empire had to face. Consider the German people.
3. In which way could the construction of a monument help the German Empire solving these problems?

M 4 Symbols and elements of the *Niederwalddenkmal* – Part I

1. Germania: At the very top of the monument, you can find the central figure: the 10.5-metres tall Germania. She stands in front of a throne which is decorated with statues of eagles. In her right hand, Germania holds a crown. It is decorated with laurel wreaths. In her left hand, Germania holds a sword. It is lowered. It is also decorated with laurels. Germania is crowned with an oak wreath. She wears a robe, which is decorated with animal motifs such as eagle, deer, raven, dragon and swan. As a protection, she wears a cuirass with an embossed eagle. Her gaze is directed eastwards towards the Rheingau.



2. Pedestal: On the pedestal of the Germania statue, the monument's main inscription is engraved: "In memory of the unanimous, victorious uprising of the German People and the re-establishment of the German Empire 1870–1871". On both sides of it, there are the names of the most important battlefields of the Franco-Prussian War. On the edges of the pedestal, there are iron palm branches. Below there are wreaths and the Iron Cross. At the base of the pedestal there is an eagle in a triumphant pose that wears the Prussian coat of arms. On both sides of it, there are 25 coats of arms.

3. Main relief: Beneath the pedestal, there is the main relief of the monument. It is almost 11 metres long and 2.6 metres high. It portrays 135 nearly life-sized figures. In the centre, there is King Wilhelm I. on a horse. He is surrounded by nobility and army commanders. Moreover, there are the figures of Bismarck, Frederick Crown Prince of Prussia, and representatives of every branch of the army of the Franco-Prussian war. The left side of the relief depicts the "Departure of the Soldiers". It shows soldiers bidding farewell to their families. The right side depicts the "Return of the Soldiers" – it shows the end of the war and peace.



Tasks

Individual work.

1. Interpret the symbols and elements of the *Niederwalddenkmal* shown above and interpret them. Use your notes as a help. Then fill in the relevant boxes on the solution sheet.

Work with a partner.

2. Compare your answers. Then add any missing information to the solution sheet.
3. Summarise the main message of the monument.
4. Explain in which way the monument fulfils the purpose of the state to legitimise itself.
5. Decide whether the *Niederwalddenkmal* is a peace or a victory monument.

Fast workers: Get an additional task.

M 7 Solution sheet – symbols and elements of the *Niederwalddenkmal*

A

Collect your information about the monument on this solution sheet.

1 Germania

Empty box for notes related to '1 Germania'.

4 The allegories

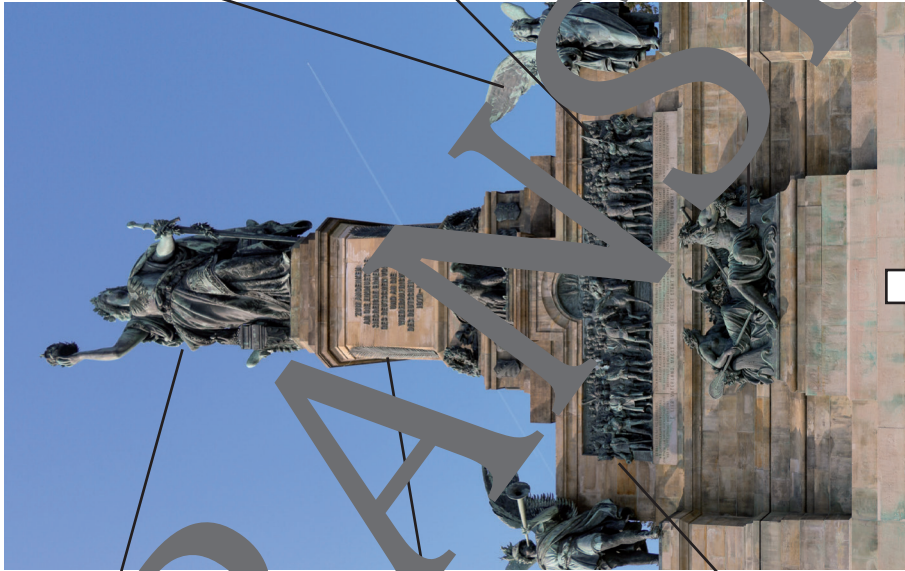
Empty box for notes related to '4 The allegories'.

2 The pedestal

Empty box for notes related to '2 The pedestal'.

5 The lyrics

Empty box for notes related to '5 The lyrics'.



3 The main relief

Empty box for notes related to '3 The main relief'.

6 Rhine and Moselle

Empty box for notes related to '6 Rhine and Moselle'.

Main message:

Large empty box for the main message.

VORANSICHT

M 9 Three important monuments – instructions for a group puzzle

<p>Part I: Work on your own. _____ minutes</p> <ul style="list-style-type: none"> Describe the monument in great detail. Analyse the elements of the monument and interpret them. Use your guide as help. Summarise the main message of the monument. Collect more information about the monument and fill in the table. What could the schoolboy Hans have thought of this monument when he was standing in front of it? Take notes.
<p>Part II: Work in a group of three. _____ minutes</p> <ul style="list-style-type: none"> Tell each other about your monuments and complete the table. Explain in which way the monuments fulfil the purpose of the state to glorify itself. Evaluate the importance of memorials, postcards and songs that relate to the monument. Think about possible dangers of constantly promoting the national consciousness and the war. You are Hans. Choose one of the monuments and write a postcard to your friend about it. <p>For fast workers: Hans' mother Erna talks about their family trip with her friend. Which monument would she recommend? Write the conversation.</p>



M 13 A conference – creating a new monument for the German Empire

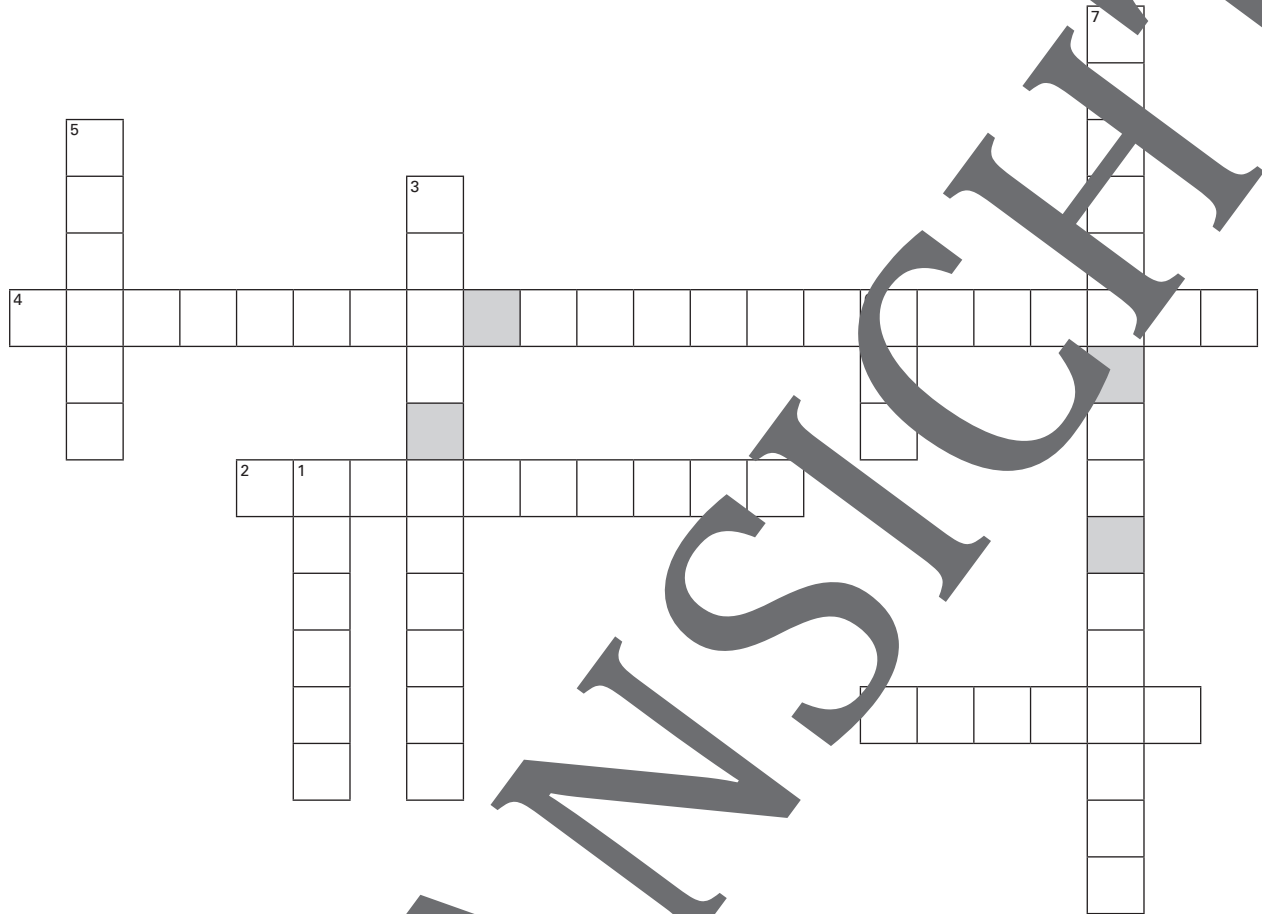
You are invited to discuss a very important topic for the German Emperor Wilhelm I.

Your tasks

- Discuss the topic and develop a plan for a new national monument. Note:
 - Where would you choose to create the monument?
 - What should it look like? Which symbols and allegories should it have?
 - Should there be an inscription?
 - What should be the form/ appearance of the monument?
 - Which name should it have?
 - How would it develop national consciousness and legitimise the war through the monument?
 - ...
- Draw the monument and make notes on your poster.
- You will be interviewed by a reporter of the local newspaper about your plans. Be prepared to present it. Create your appeal for donations in order to finance the monument.

M 14 Test your knowledge – a crossword puzzle

What do you know about the monuments of the German Empire?



Vertikal:

1. One territorial gain after the Franco-Prussian War
3. A symbol of martyrdom
5. Which symbol does the Victoria statue on the *Bavarian Monument* hold in her hand?
6. A typical German tree
7. What happened on 6 August 1870?

Horizontal:

2. What is the name of the emperor who is sleeping below the Kyffhäuser Monument?
4. The purpose for the monuments for the German Empire
8. Which ancient plant is a symbol of victory?

Lösung Quiz: 1. Alsace, 2. Barbarossa, 3. palm branch, 4. national consciousness, 5. wreath, 6. oak, 7. Battle of Woerth, 8. laurel

Sie wollen mehr für Ihr Fach?

Bekommen Sie: Ganz einfach zum Download im RAABE Webshop.



✓ **Über 5.000 Unterrichtseinheiten**
sofort zum Download verfügbar

✓ **Webinare und Videos**
für Ihre fachliche und
persönliche Weiterbildung

✓ **Attraktive Vergünstigungen**
für Referendar:innen
mit bis zu 15% Rabatt

✓ **Käuferschutz**
mit Trusted Shops

Jetzt entdecken:
www.raabe.de

