



Introduction

Due to weapons that injured people more effectively instead of killing them and due to an improved medical care of the wounded soldiers, the post- World War I society had to face a problem in an entirely new extent: disabled soldiers. For the first time people could see the destructive impact of war on a daily basis in form of wounded bodies. The post-war society was permeated with disabled veterans as a result of the mechanized weapons used in the war and the society had to learn to deal with it.

The government was seeking the social reintegration and an industrial rehabilitation. This didn't succeed entirely and lead to great discrepancies in the internal as well as the external perception of the disabled veterans. This resulted in the paradoxical situation in which the mechanically augmented bodies of the disabled contradicted the image of war hero.

This teaching concept is going to discuss the tensions and contradictions created, when mechanically engineered bodies became part of the everyday life.

It was created to fit into the curriculum of a 9th grade history class in Baden-Württemberg, Germany. It focuses on the reintegration of the war disabled in Germany after World War I.



Subsumption to Curriculum

This was designed to fit into the Curriculum (*Bildungsplan 2004 für Allgemein Bildende Gymnasien*) of a 9th grade history class in a secondary grammar school in Baden-Württemberg, Germany.

The lesson plan should cover about 90 minutes.

It can be used following topics: World War I; Impacts of World War I

Competences: The pupils can particularise the impact of World War I on soldiers and the everyday life of civil population and trace the impact back to the mechanization of war.

Furthermore the pupils can establish relation between historical sources and persons and the wider context of WWI as a complex larger-scale system. Thus they can consider the sources from various perspectives.

The pupils learn to use and learn specific historical methods and analyse historical sources and secondary literature.

In addition they learn to establish the contemporary relevance.

Data and terms: 1914-1918 World War I

Educational objective

Technical competence:

The pupils are able to distinguish and compare the internal and the external conception of the disabled veterans.

The pupils are able to explain the reasons of the failure of the reintegration.

The pupils are able to name the impact of WWI on the post-war society and to trace it back to the mechanization of war.

Methodical competence:

The pupils are able to work with historical sources and secondary literature and reflect them perspectively.

Social competence:

The pupils are able to work together in an aim-oriented way.



Personal Competence:

The pupils are able to lead their group and be a team member and a functional part of the group.

Lesson plan

Time in min	Content	Material&Methods	Aim
5	Welcoming		Introduction
10	Thematic introduction	A slide with a modern artificial replacement on the overhead projector.	Access to topic with a current reference point; show contemporary relevance
10	Connection of the modern prosthesis with WWI veterans	Slide showing artificial replacements from WWI	The pupils register the lesson's topic.
5	Division into core groups, then into expert groups		Using this kind of division allows to analyse the topic in a more differentiated manner.
20	Working phase of the groups	Worksheets for expert groups If you want the groups to present their results in front of the class, then the results can be written on overhead slides.	The pupils work independently with the texts and increase their understanding of the individual aspects.
5	Break		
10	Discussion of the result in core groups		The pupils realize the various perspectives while discussing the results. They reflect their findings perspectively and put „their“ perspective in the overall context of the other ones.
15	Documentation of the results (summary on backboard or presentation of the groups)	Blackboard/overhead projector	Summarize results
10	Re-establish current reference by referring to introduction		Ending



The introduction is supposed to be done with a picture of a contemporary artificial replacement. For that purpose any picture showing a prosthesis can be used. In my opinion it is advisable to offer a short introduction to the topic of cyborgs. This can be accomplished by asking, which mechanical augmentation turns a human into a cyborg and which doesn't.

The next phase is about to connect the current topic to the disabled veterans. For this purpose I would recommend to use a slide showing prosthesis from WWI. I would suggest to use the slides in the appendices. The pupils should be able to compare the prostheses and distinguish the differences. The WWI prostheses were built to imitate tools and not necessarily a human hand.

After that the class is divided into core groups. The core groups are again divided into expert groups. The pupils should acquire knowledge in their expert groups and pass the information in their core groups. This way the pupils learn to explain acquired knowledge and listen carefully and in a questioning way.

Following the working phase of the groups and the small break the pupils get the chance to discuss their results with their core group, whereby they can distinguish the differences and reflect their findings perspectively.

Afterwards the results are documented. This can be done at the blackboard. Another option is to let the pupils present their findings by themselves.



List of references and sources

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Appendices

- Slide showing artificial replacements from WWI
- Worksheets for the group work