

Hedeby and the Danevirke

Transboundary European World Heritage -
a Topic for UNESCO Associated Schools

Photos: Tom Körber

Teaching Material for school classes

The following teaching material refers to the sites in the border region of Denmark and Germany, close to the German city of Schleswig.

This material has been put together by Dr. Jörg Heinke (Klaus-Harms-Schule, Kappeln, Germany) and completed by the members of the workshop on Hedeby/Danevirke (December 2019, Berlin).

0. Preliminary Ideas on World Heritage / UNESCO

The overall topic of “World Heritage” should be a definite part in teaching Danevirke/Hedeby. The respective teachers would have to decide on their own whether “World Heritage” should be discussed beforehand or after working with material and/or on site.

The workshop members tended towards starting with the individual learner, followed by working with/on the material and last but not least discussing the theoretical and organisational framework of UNESCO and World Heritage.

I. Target group(s) and further requirements /Language(s)

Students from Germany and Denmark (15+) for a guided approach towards the sites, the intercultural importance and towards an understanding of World Heritage.

For other than the desired groups, alternation on the material would have to be made, eg.:

- Preparing the material for Danish students in Danish
- Preparing the material for younger German speaking students (available at Hedeby)
- Preparing the material for German teachers in German

As the project focuses on intercultural communication across borders in order to foster mutual acceptance and (!) understanding, one could argue that the national languages work against the intercultural goal. It is therefore of utmost importance that the students involved communicate in a language that does not allow a dominance of one of the countries involved. Therefore material and task should use modern day lingua franca and be prepared in English.

2. Didactic Aims

The students should find an **individual way of understanding** Hedeby/Danevirke.

The students should **realise that Hedeby/Danevirke were/are historically important** places for Vikings/Danes/Germans within the dimensions of trade, archaeology and borders.

The students should **reflect on the meaning and importance** of (world) heritage.

The students should their understanding and usage of English as a language for communicating UNESCO World Heritage contents and thus to share with students from other countries.

3. Competence orientation

The students **train observation and interpretation** of historical and cultural sources and places.

The students **enhance the awareness and knowledge** about the heritage/importance of Danish-German history and its relevance for today.

The students **deepen their understanding** of the function of borders, trade and archaeology.

4. Methodological Approaches

a) Place based learning (as concentric rings)

Introductory questions:

What is your heritage?

Where are you from?

What made you what you are?

Starting with the individual -> with the place they know -> places that around the place they know

-> from the individual -> to the individual perspectives/experiences

-> to local / regional perspectives

-> to national perspectives

-> to multi-national perspectives

-> to global perspectives

b) Experience based learning

Introductory questions:

What is a border for you?

What are boundaries for you?

What are you experience with others?

c) Creative approach

Introductory tasks:

“The Border” -> brainstorm, drawings, collages, dialogues, podcasts, impro plays, etc.

d) creative/digital approaches

Using “new languages” -> instagram, emojiis, short videos, podcasts, blogs, tiktok, etc.

e) “(Hi)Story” approach

What do you know about ... myths, legends, etc. ...?

What do you know about the Vikings ...?

What do you know about Denmark and Germany, AND about their relation through the ages from -> Antiquity, Viking age, Middle Ages, Absolutism, Modern History of the 19th and 20th centuries?

5. Publication

- at the museums/museum web sites (UNESCO, Archäologisches Landesamt / school web sites / World Heritage Education web site / etc. (?)
- in print (?)



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I. Pre-Knowledge and Expectations

What do you know about the Vikings?

What do you know about the Middle Ages?

What do you know about the Danes and the Germans?
In the past and now?

Have you heard about Haithabu/Hedeby or Danewerk/Danevirke?

What interests me ... what I expect to know

Language Aid:

I know that the Vikings ...

I have heard that the Vikings ...

I have read / seen that the Vikings ...

The Middle Ages were the Dark Ages because ...

The Middle Ages were brutal and hard because ...

The Middle Ages was a time of simple order because ...

The Danes had a kingdom, the Germans ...

The Danish kingdom consisted of ...

Haithabu/Hedeby was ...

The Danevirke was important for the Danes because ...

Vocabulary Aid:

These words would have to be explained and translated by teachers and students in class before they are used.

explorer, trader, fighter, conquerer
seafarer, settler, artisan, farmers,
port, harbour, dock, quay,
longboats, to (un)load, to trade, to
carry, to transport, ...

brutal, violent, simple, strict, ...


Christianity, Christians, heathens,
gods, god, to convert, to belief,
service, sacrifices, to sacrifice, ...

Scandinavia, Jutland, the Baltic Sea,
the North Sea, the North Atlantic
Ocean, Greenland, Vinland,
Constantinople, Normandy, Sicily,
British Isles, ...

Central Europe, Holy Roman
Empire, the Franks, Germanics and
Germans, the Slavs, Angles, Saxons,
Jutes,

II. Working with the Associated Museums via the Internet



Institution	QR	Tasks/Questions
Haithabu / Hedeby		<p>What activities does the Hedeby museum offer?</p> <p>What can be found in the exhibition?</p> <p>What can you see in the reconstructed Viking houses?</p> <p>What research has been done on site at Hedeby?</p>
Danewerk / Danevirke		<p>What does the area around the museum show?</p> <p>Which historical events are of special interest in the exhibition of the museum?</p> <p>Why is the museum an important place for Danish and German visitors alike?</p>

Language Aid:

museum, exhibition, to exhibit, the exhibit, to present, presentation, showroom, to show,

The museums show/tell/present/exhibit ...

The museums concentrate on/focus on/present mainly ...

III. Working on site - Activities inside and outside.

Whether you start indoors or outdoors depends on the approaches: Information before experience (top down) or experience before information (bottom up).

Take notes on an extra sheet of paper.

a) Danewerk / Danevirke	
Outside	<p>Walk along the wall until you reach the ruins of the brick wall. Describe how the wall is constructed at the spot where you are.</p> <p>Climb the little fort (=rampart) at the end of the wall. Speculate how far you can see. Discuss whether this was a useful place for a wall.</p> <p>Go to the gap in the wall close to the road. This was the only gate in the wall between Hedeby and the river Treene. Describe the size of the gate. Speculate who had to pass through it, why it is so narrow, why was it hidden?</p>
Inside	<p>Collect information about the purpose of the wall at this site in the landscape.</p> <p>How could the wall and the rampart be preserved?</p> <p>What role did the Danevirke play in 1864? Why was that year so traumatic (=really very bad) for the Danish? What is the situation of the Danish minority in Germany today?</p>
b) Haithabu / Hedeby	
Outside	<p>Walk to the reconstructed Viking houses. Speculate on why the Vikings chose this site for a settlement/harbour/trading place? Why was the wall so very useful to them?</p> <p>Look around the village. Say which houses and trades can be found in the village? Speculate on why these trades and crafts were needed in a Viking village.</p>
Inside	<p>Have a look at the maps. Say how far the Vikings traded around Europe. What surprises you and why.</p> <p>Have a look at the exhibition. Speculate why Hedeby became an important and rich settlement. What surprises you and why.</p> <p>Hedeby was also a place where goods were produced. Look at the tools and the goods. What surprises you and why.</p>

IV. Working with the internet site and the student material

These tasks use the World Heritage Education site (QR-Code ->).



The following tasks use common didactic and methodological knowledge based approaches to historical and cultural texts (broad understanding of text) activating the pre-knowledge on the topic and pre-knowledge on the overall understanding of world heritage and their significance for the cultural locality.

Worksheet No. I: Before we start ...

(Some guiding ideas)

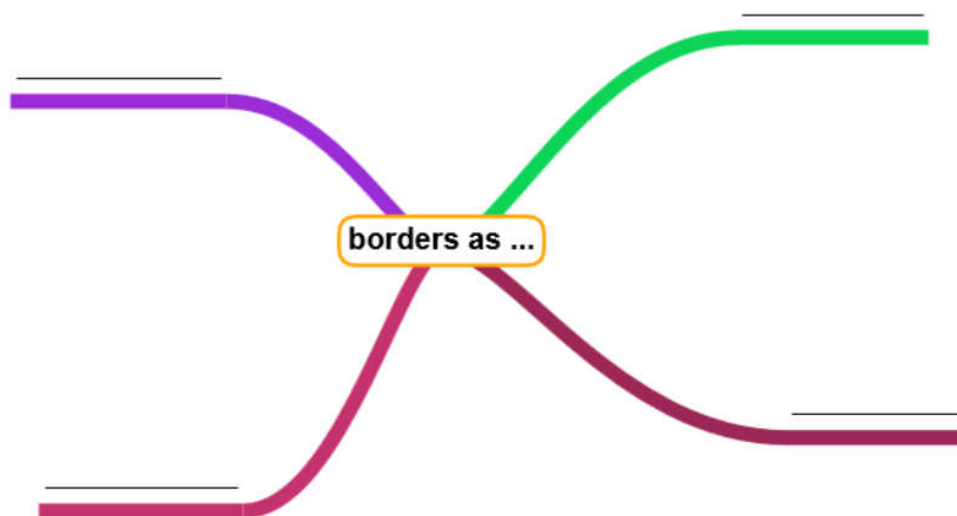
1a) Explain what a border looks like?

1b) Discuss the following associations with “border”: separation, connection, friends, enemies, neighbours, relatives, countries, languages, cultures, peoples, trade, exchange, religion, politics, (hi)stories, traditions, ...



1c) Discuss whether borders are challenges or chances for the people living close to them.
Discuss whether borders are challenges or chances for neighbouring countries.

1d) Speculate on how archaeology and/or the UNESCO can broaden/overcome our common ideas of the separating quality of borders.



For me, borders are

My first association with "border" is _____ because

What I do not connect with "border" is _____ because

Borders can be chances because/when

Borders can be challenges because/when ...

Archaeology and/or the UNESCO can overcome borders when

Worksheet No. II: Trade

2a) Watch the video and find out what was traded at Hedeby.

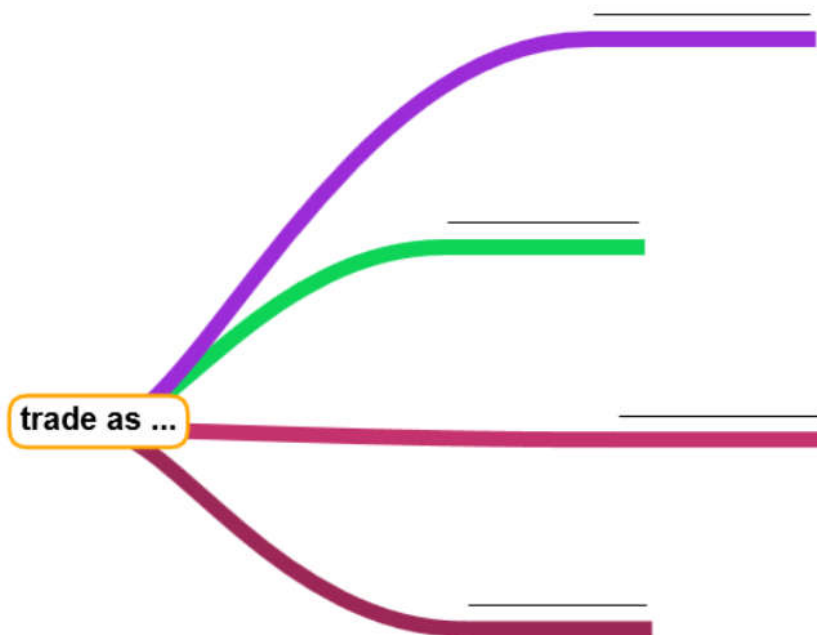
2b) From the video try to guess why Hedeby was such an important place for Vikings, Danes and the local population.

2c) Speculate why trading goods could also be cultural trade.



2d) Explain the sentence "Trading at a border can overcome the border as such."

2e) Try to explain how finding out about trade in the past - with the help of archaeology - can overcome borders in the present. How can UNESCO World Heritage support this idea?



Trading goods can also be cultural trade because / when ...

Worksheet No. III: Archaeology

3a) Watch the video and find out what and who can be found at Hedeby.

3b) From the video try to guess how Hedeby has contributed to our knowledge about the Viking era.



3c) From the video and your point of view why are archaeology and history important today. How can they tell us who we are, who and how our neighbours are, how can they give meaning to our lives today?

3d) Try to explain how UNESCO World Heritage can support these ideas.



Worksheet No. IV: Borders

4a) Watch the video on borders and find out about the German-Danish border AND about the south and north of the Danevirke border in the past.



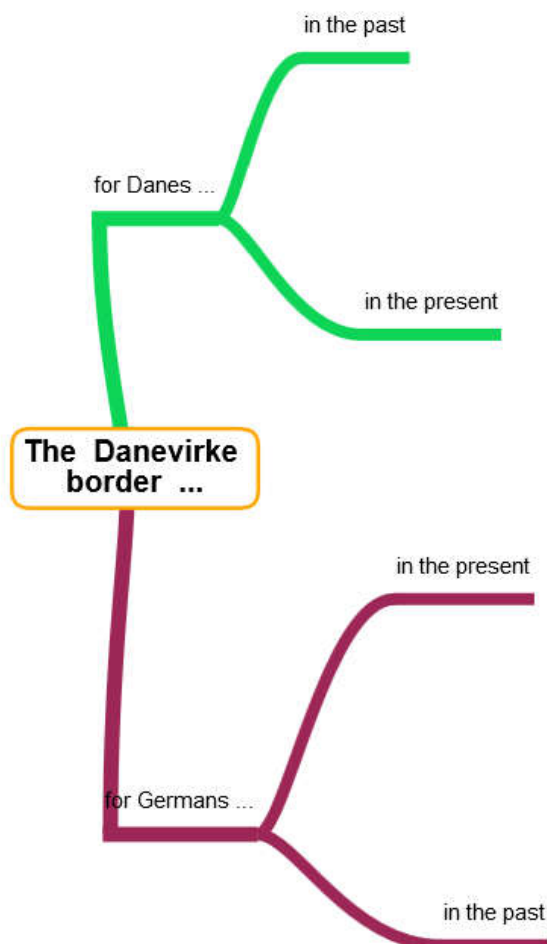
4b) Try to explain ...

... the historical meaning of the Danevirke for the Danes.

... the historical meaning of the Danevirke for the Germans.

4c) Discuss the meaning of the Danevirke border for Germans and Danes today ... especially for the Danish minority living in the north of Germany.

4d) Discuss how UNESCO World Heritage projects can overcome cultural borders ... and maybe physical borders as well.



The Danevirke was definitely a physical border because ...

It was a separating “border” because

It was also a connecting “border” because

The Danevirke was not a “border” at all because

The Danevirke was a place of chance for the Danes, Vikings and Germans because/when

The Danevirke was a challenge for Danes, Vikings and Germans because/when ...

With the help of Archaeology and/or the UNESCO the border of the past could be overcome when

V. What I have learnt ... and what interests me even more!

**What I learnt
about the Vikings
and the Middle
Ages ...**

**What I learnt
about borders
and
archaeology ...**

**What I know now about the
Danes and the Germans?

In the past and now?**

**What I know now
about
Haithabu/Hedeby or
Danewerk/Danevirke?**

What interests me now ... what I would like to know more about ...