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NATIONAL SUISSE. MUSEO NAZION
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L SVIZZER**

**Geschichte Schweiz
Histoire de la Suisse
Storia della Svizzera
History of Switzerland**






**School
materials**

Vol. 2
Worksheets

Overview of worksheets

The worksheets enable the students to explore selected exhibits and topics. The school levels for each worksheet (WS) are given purely as a suggestion. The degree of competence of an individual class determines whether worksheets can actually be offered. The introductory paragraphs in boldface give a brief summary of each worksheet's contents.

WS	Title	E/C	 Int.	 Sec. I	 Sec. II
15th century					
1	Confederation mercenaries – what did they do?	C	X		
2	Confederation mercenaries – On the way to war	E		X	X
16th century					
3	Insights into the life of a late medieval city	E	X		
4	Zurich in art	E		X	
5	Zuriginal – can you trust your eyes?	E/C			X
17th century					
6	A tapestry and its history	E/C	X		
7	Alliances between the Swiss and the French	E/C		X	X
18th century					
8	Spinning and weaving to survive	E	X		
9	From agriculture to cottage industry	E		X	X
19th century					
10	Tell me!	E	X		
11	Profile of a protean figure	E		X	
12	The federal constitution	E		X	X
20th century					
13	Switzerland in focus	E		X	X
14	Between everyday life and activism	E		X	X
15	Switzerland and its role in conflicts	E			X
21st century					
16	How does tomorrow become yesterday?	E			X
Review tasks					
17	Hot on the trail of curiosity	E	X	X	X
18	Behind the scenes – the work of a curator	C		X	X
19	Providing a stage – the work of a scenographer	E/C		X	X

Legend

Int. intermediate, years 4–6

Sec. I secondary I, years 7–9

Sec. II secondary II, years 10–13

E to be completed in the exhibition

C to be completed in class

1 Confederation mercenaries – what did they do?



>> Rulers throughout Europe recruited Confederation mercenaries, for they were brave warriors who served their military masters well. What exactly was a mercenary? How were mercenaries equipped? How did they fight?



A mercenary would go into battle for several weeks at a time. In return he received a wage (the Latin word *merces* means “wage” or “pay”). His equipment was very simple. Most fighters were on foot and fought mainly with halberds and pikes. They generally wore their everyday clothing. Only the officers could afford a horse and armour.

← In the 15th century a typical mercenary looked like this:

① All these items belonged to the equipment of a Confederation mercenary. Match each expression to the right object.

Armour

Sword

Crossbow

Halberd

Shield

Pike

1 Confederation mercenaries – what did they do?



The tactic adopted by Swiss mercenaries was to attack the opposing troops in a formation known as the pike square. Armed with five-metre long pikes, the mercenaries formed a protective square around the rest of the close-combat troops, who were equipped with halberds and other weapons. This technique allowed them to break through to the enemy. If the mercenaries were no longer able to use their pikes and halberds on the crowded battlefield, they fought with short swords instead.

- ② Why were the long pikes placed around the outside of the square? Why do you think the commanders who planned the battle tactics chose this formation?

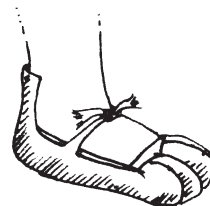
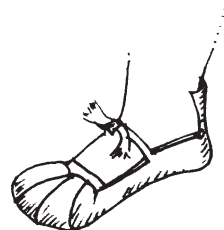
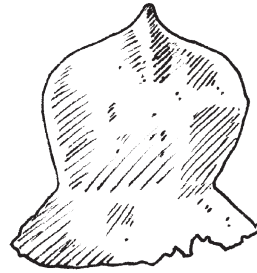


Set of armour incl. burgonet with visor, around 1500, Francesco da Merate, Arbois. Iron.
Short sword, 1450–1475, Jona, blade probably from Germany. Iron.
Horn crossbow, around 1460, probably Ulrich Bock, Zurich. Wood, bone and horn.
Halberd head with back hook, 1400–1500, Switzerland.
Pavise (archer's shield), 1400–1450, Winterthur. Wood and leather.
Pike, leaf-shaped pike head on wooden pole, around 1600, Switzerland. Elm and iron.

1 Confederation mercenaries – what did they do?



- ③ What did a terrifying Confederation mercenary look like? Complete the drawing. Give him a weapon you can see in the exhibition.



2 Confederation mercenaries – on the way to war



>> A mercenary would go into battle for several weeks at a time. The journeys to get there were difficult and dangerous. The troops were led on the battlefield by the commanders-in-chief. One famous and successful commander was Ulrich von Hohensax. In 1512 he led the campaign in Pavia to drive the French from Lombardy. How was a mercenary equipped? What did Ulrich von Hohensax look like? What did the long marches on foot to the battlefield involve?

- ① Ulrich von Hohensax was a Swiss diplomat, mercenary leader and military entrepreneur. His military career progressed swiftly. In 1476, at the age of about 14, he participated in the Burgundian Wars. As a young man he took charge of mercenaries. At the height of his career he was the Swiss commander-in-chief of 20,000 warriors during the Italian wars.

Find the full dress uniform of the commander-in-chief Ulrich von Hohensax. Look at it from all sides. This uniform is not designed to be worn in battle. Its purpose is to show off his power. What visible evidence is there of his power? Look for signs of this and note them down. Describe what it has to do with power.

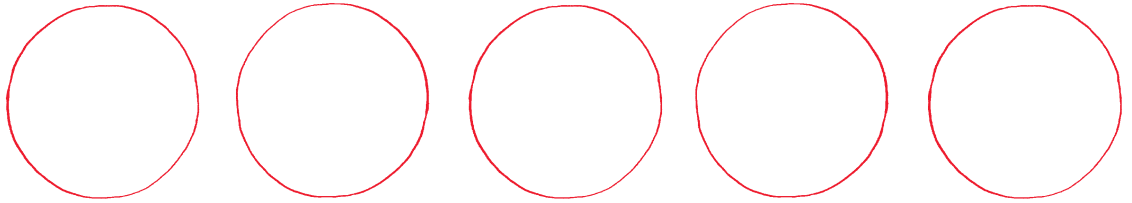


Ulrich von Hohensax, costume. Silk, wool, linen and cotton.
Reconstruction, 2015: King Studio, Codisotto di Luzzara.

2 Confederation mercenaries – on the way to war



- ② Which of the weapons on display might be suitable for the commander-in-chief Ulrich von Hohen sax? Choose a weapon and explain your choice.
- ③ Find five exhibits that belong to a typical mercenary. Note the name of each object and sketch it in the correct space.



- ④a Read the text “On the way to war”.

“On the way to war”

Between setting off on their march and the battle itself, the combatants might have been on the move for weeks on end. They carried weapons and moved to the battlefields in groups. Lengthy marches on foot were commonplace. Firearms and pikes were transported on waggons. Each campaign was accompanied by a baggage train. These men, women, and children were responsible for supplies and catering. They worked in the camps as butchers, cooks, traders, smiths, or prostitutes, but they were also in charge of transport. In addition, they did deals with the combatants by buying and selling scavenged pigs, cattle, armour, and helmets, or treasures pillaged from churches. “Squires” carried the soldiers’ helmets, armour and weapons, and either brought them food or were forced to steal it by their masters. Any women in the baggage train were treated as enemies by the opposing forces rather than being spared as accompanying females. Violence against women was regarded as a tactic of war.



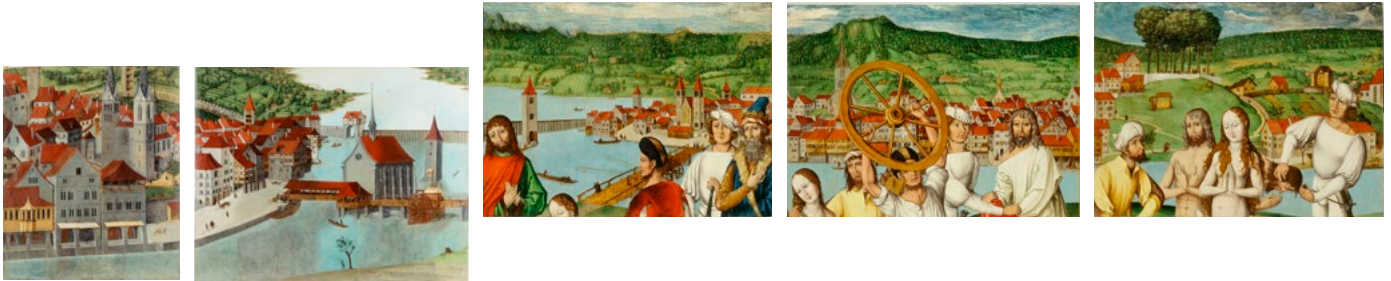
Sebald Beham, „Heerestross, nach links wandernd“, c. 1530. Woodcut Staatsgalerie Stuttgart, Graphische Sammlung. © Staatsgalerie Stuttgart

- ④b The combatants had to travel for days or even weeks on foot to reach the battlefield. What did that mean for these men and women? Have a think about it and note your ideas.

3 Insights into the life of a late medieval city



>> The five altar panels show a panoramic view of the city of Zurich. The city's patron saints, Felix and Regula, are shown in the foreground. Which buildings do you recognise? What looks different today?



Find the picture in the exhibition and look at it closely. It contains a wealth of details. They give us fascinating insights into life in a late medieval city. Many of the buildings can still be seen today.

Find the following building or details. Give the matching number on the reverse:

- 1 The river Limmat. In former times, it was mainly used as a transport route. Fishermen used flatboats to bring their catch to land.
- 2 The Water Church. It owes its name to the fact that it originally stood on a little island in the middle of the river.
- 3 Grossmünster. The largest church in Zurich and a symbol of the city.
- 4 St Peter's church. The clock face on the tower is the largest in Europe, with a diameter of over eight metres.
- 5 Fraumünsterkirche. It originally had two towers, but today only one still stands; the attached nunnery was demolished and the Stadthaus (City Hall) was erected on the site.
- 6 Wellenberg prison tower in the middle of the river Limmat. Escape was impossible, because most people in those days were not able to swim.
- 7 Beggars. Many poor people lived in a medieval city. One person is covering by the jetty near the Fraumünsterkloster nunnery.
- 8 Grendel water gate. This was the sole access point for boats into the city; the custodian and customs officer lived above the gate. He would charge a fee (known as duty) for goods brought into the city.
- 9 Lindenhof. It is situated on a small hill above the city. Archers would train with crossbows here.
- 10 Üetliberg. This is the mountain closest to Zurich.
- 11 Zurich's patron saints, Felix, Regula, and their servant Exuperantius. According to legend, the saints were tortured and then decapitated because of their Christian faith.

3 Insights into the life of a late medieval city



The martyrdom of the patron saints of Zurich, panel painting, 1497–1502, Hans Leu the Elder, Zurich. Tempera on wood.

4 Zurich in art



>> The five altar panels offer a panoramic view of the city of Zurich. The city's patron saints, Felix and Regula, are visible in the foreground. What can you see in the image details?


In this painting we can see the city of Zurich in the late Middle Ages. It is the oldest surviving painting of the city. It originally served as a background for the story of Zurich's patron saints, Felix and Regula, as well as their servant Exuperantius. The five panels were once on display in Zurich's Grossmünster. Parts of the altar painting were cut away in the wake of the Protestant Reformation, and the saints were painted over. On the two images to the left, however, we can still make out dark circular shadows. Here we can see the images of Felix, Regula, and Exuperantius with their halos showing through. In 1936/37 a restorer removed the overpainting from the three panels. Today we can once again see the saints and learn of their gruesome fate.

Find the painting in the exhibition and take some time to look at it. Describe what you see in the painting as accurately you can. (Also see overleaf)

I see...

I see...

I see...
...a big church with two high, pointed towers. It stands in a crowded city on the banks of a river.



I see...

I see...

→




The image shows a worksheet for a school activity. At the top, there are two empty ovals labeled 'I see...'. Below these is a photograph of a painting, split into two panels. The left panel shows a close-up of a church with two tall, pointed towers. The right panel shows a wider view of the city on a riverbank. To the left of the photograph is an oval containing the text: 'I see... ...a big church with two high, pointed towers. It stands in a crowded city on the banks of a river.' Below the photograph are two more empty ovals labeled 'I see...'. To the right of the photograph is a right-pointing arrow.

I see...

I see...

I see...

I see...



I see...

I see...

I see...

4 Zurich in art



Read the explanations of the image details and compare them with your descriptions. Select one detail that you find especially interesting.

Prepare a presentation about the painting and the detail for your classmates.

Many of the buildings in Hans Leu's painting are still standing. Some of them have special symbols that tell us their names. The buildings known as "Zum Raben" and "Zur Sonne" are still known as the House of the Raven and the House of the Sun today.

In those days Zurich's prison was a tower in the Limmat known as the "Wellenberg". It had barred windows, and criminals could hardly ever escape, because most people in the Middle Ages could not swim.

The biggest church visible in the painting is known as the Grossmünster, which still stands in Zurich today. The building dates back to the 13th century. After the Zurich painting was made in around 1500, it was hung in this church. Back then it was twice the size of the painting seen here and figures could be seen on all five panels.



The water gate, known as the "Grendel", was the only way for boats to enter the city. The gatekeeper lived above the gate. He made sure that taxes were paid on goods brought into Zurich.

This little towerless church is the Wasserkirche. It still stands on an island in the Limmat River. It was built on the supposed site of Felix's and Regula's execution.

* These two dark patches reveal the outlines of the figures of the saints. Despite the meticulous overpainting, the pigment darkened here over the years.

4 Zurich in art

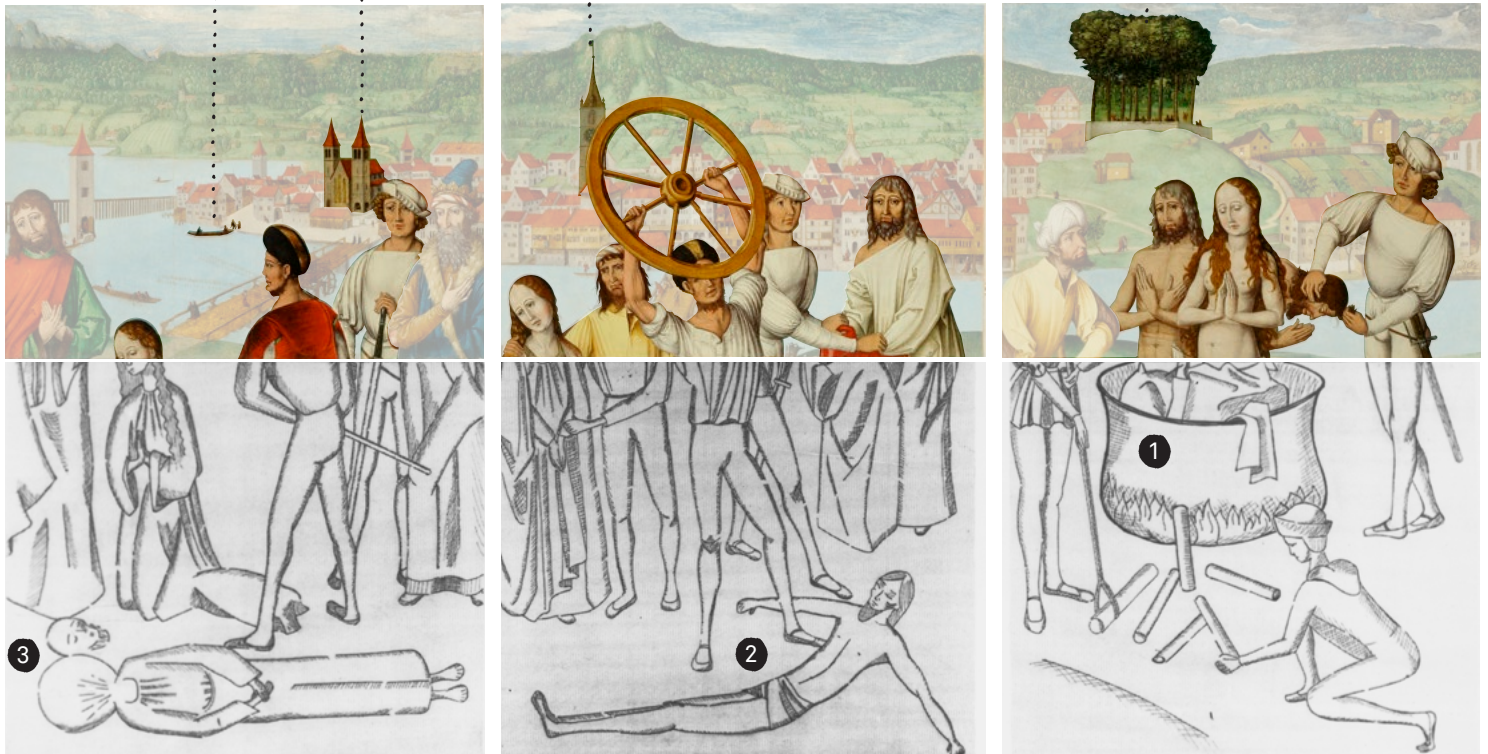


Medieval towns were home to many beggars. Here we see a huddled figure next to the quay near the Fraumünster convent. Another figure dressed in rags is also turning towards the arriving boat, perhaps hoping for alms from its passengers.

In the Middle Ages the Fraumünster Church was part of an important convent. This convent was torn down and a town house was built in its place. This is why today the Fraumünster Church only has one tower.

St. Peter's Church with its huge clock face – the largest in Europe – is also still standing.

This hill was once the site of the centre of the Roman settlement of Turicum, considered the predecessor of the later town of Zurich. The hill was also important in people's daily lives in the Middle Ages. Marksmen meet there to practise their aim.



Zurich's patron saints, Felix and Regula and their servant Exuperantius, are revered as martyrs of the Roman era. According to the legend, as Christians Felix and Regula did not want to worship the Roman gods. This was a crime under Roman law. Zurich's Roman governor had them tortured. They were thrown into a cauldron of hot oil (1). Then they were bound to a wheel (2). Because they still refused to renounce their Christian faith, they were beheaded (3). Then a miracle happened: the decapitated bodies took up their own heads under their arms and climbed up the hill, where they lay down and died. The Grossmünster was later erected on the site of their graves. The sketches show how the painting might have looked before parts were cut away after the Reformation.

5 Zuriginal – can you trust your eyes?



>> The five altar panels show a panoramic view of the city of Zurich. The city's saints, Felix and Regula, are shown in the foreground. After the Reformation parts of the altar painting were cut away or painted over. Why was the picture changed? What condition was it in afterwards?



The “Züri-Bild” is the oldest surviving view of the city of Zurich: five spruce panels covered with canvas, primed with chalk, and painted with tempera. The panels were commissioned for the Grossmünster, where they hung in the small Chapel of the Twelve Apostles above the tombs of Felix and Regula. They told the story of the two saints of Zurich, which according to legend took place in the city in the third century AD. In order to get the story across to the devout in around 1500, the painter Hans Leu took as his background not the Roman castle where the Roman prefect Decius – who had tried to force Felix and Regula to renounce their Christian faith – had ruled, but rather a highly detailed and realistic view of Zurich, of the kind that was commonly found at the time.

But just a few years later, Huldrych Zwingli (1484–1531) brought the Reformation to Zurich. In 1519 he was appointed to the Grossmünster, where he joined in with the criticism of the Church being expressed by many thinkers of the time, especially Martin Luther. In particular they criticised the veneration of the saints. From 1523 onwards, Zwingli was gradually able to convince the Zurich city council to take the first steps towards renewing Church customs. A sermon was instituted instead of the Mass, and the veneration of the saints was abolished. The Zurich assembly decided to do away with the protected status of visual works.

On 20 June 1524 the churches were closed and the sacred images were taken down by craftsmen, under the supervision of priests. It is highly probably that the panels were damaged at this point; the faces of the saints were scratched and the lower part of the panels depicting the martyrdom was removed. The panoramic view of Zurich, by contrast, was deemed too valuable to be destroyed only a few years after its creation. When the Chapel of the Twelve Apostles was opened once more, two weeks after the destruction of the images of the saints, the five panels had disappeared.

The panels only surfaced again 350 years later, in the early 19th century, when they were found behind wall cladding dur-

ing renovations of an inn called zum Rössli, in the district of Niederdorf. In the Reformation era this hostelry was run by Zwingli's parents-in-law, but we do not know when or how the picture came to be there.

In 1566, a well-known Zurich painter of the age, Hans Asper, overpainted everything that was reminiscent of saints, and carefully added to the view of the city. The result was a “reformed” picture of Zurich, without its saints. His work is masterly, but Asper did not succeed in eradicating all traces of the saintly image. If you look at the transition between the blue sky and the mountain range behind the city, it is possible to discern gold shimmering through – images of saints in the Middle Ages were accompanied by golden skies.

At the end of the 19th century the five panels came to the Landesmuseum. It was decided that the picture would be investigated and restored. During this process painted figures were discovered hidden behind the Zurich cityscape. In 1936 work was undertaken to remove the overpainted sections. The techniques which were selected would not be used today. A restorer removed Asper's overpainting in the three panels on the right-hand side. This brought the scratched patron saints to light. These scratches were carefully photographed and documented before they too were “restored away” – something that no modern-day restorer would do. The restorer had first made a copy of the three panels in their overpainted condition, in order to preserve this for posterity. The copies are in the Baugeschichtliches Archiv/Stadtarchiv Zürich.

The “Züri-Bild” in the Landesmuseum, however, shows the two panels on the left as painted over by Hans Asper, while the three on the right represent the way the picture probably looked when first created around 1500.

5 Zuriginal – can you trust your eyes?



- ① What do you think an “original” is? Explain the term.
- ② What would you say is the “original” state of the picture? Give your reasoning.
- ③ Imagine the following situation: you are responsible for the new restoration of a picture. Write a text in which you explain the aim of the restoration. What condition should the picture be in by the end? Justify your decision. Bear in mind that x-ray and infra-red images can reveal underlying layers, or at least their outlines, without making any changes to the picture.



References

Lucas Wüthrich, Mylène Ruoss. Katalog der Gemälde. Schweizerisches Landesmuseum Zürich. Schweizerisches Landesmuseum, Bundesamt für Kultur, 1996, pp. 40–43.

Christine Keller, Sigrid Pallmert. Galerie Sammlungen. Katalog der Dauerausstellung im Landesmuseum Zürich. Schweizerisches Nationalmuseum, Bundesamt für Kultur BAK, 2009, pp. 36–37.

Nina Kägi, “Der Stadt Zürich Conterfey” zwischen Heiligenkult und desakralisiertem Stadtporträt! Seminar paper. Historisches Seminar der Universität Zürich, Geschichte der Neuzeit, SS 2008, Prof. Dr. B. Roeck.

6 A tapestry and its history



>> **The Alliance Tapestry depicts an important event: on 18 November 1663 a treaty to supply mercenaries was renewed between the French King Louis XIV and the Swiss Confederation. Switzerland was represented by delegates. What can you see on the Alliance Tapestry? How are the figures represented?**

The Swiss had been renowned as fearless warriors since the late Middle Ages. Young Swiss men fought as mercenaries – soldiers for hire – in foreign armies throughout Europe. The conditions for the mercenary services were set down in treaties known as alliances.

① Match the text and image.

The monarch is wearing a hat with ostrich feathers as a sign of his power.

The tapestry, which is almost six metres wide and four metres tall, is framed by a richly decorated border of flowers and fruit, lending it an elaborate elegance.

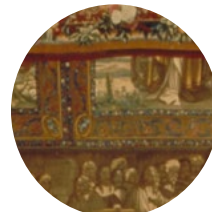
The Cross of the Order of the Holy Spirit and a statue of the Virgin Mary are standing on the main altar.

Queen Maria Theresa, the king's mother Anne of Austria, and Henrietta of England, Duchess of Orléans, are watching the diplomatic ceremony from the gallery.

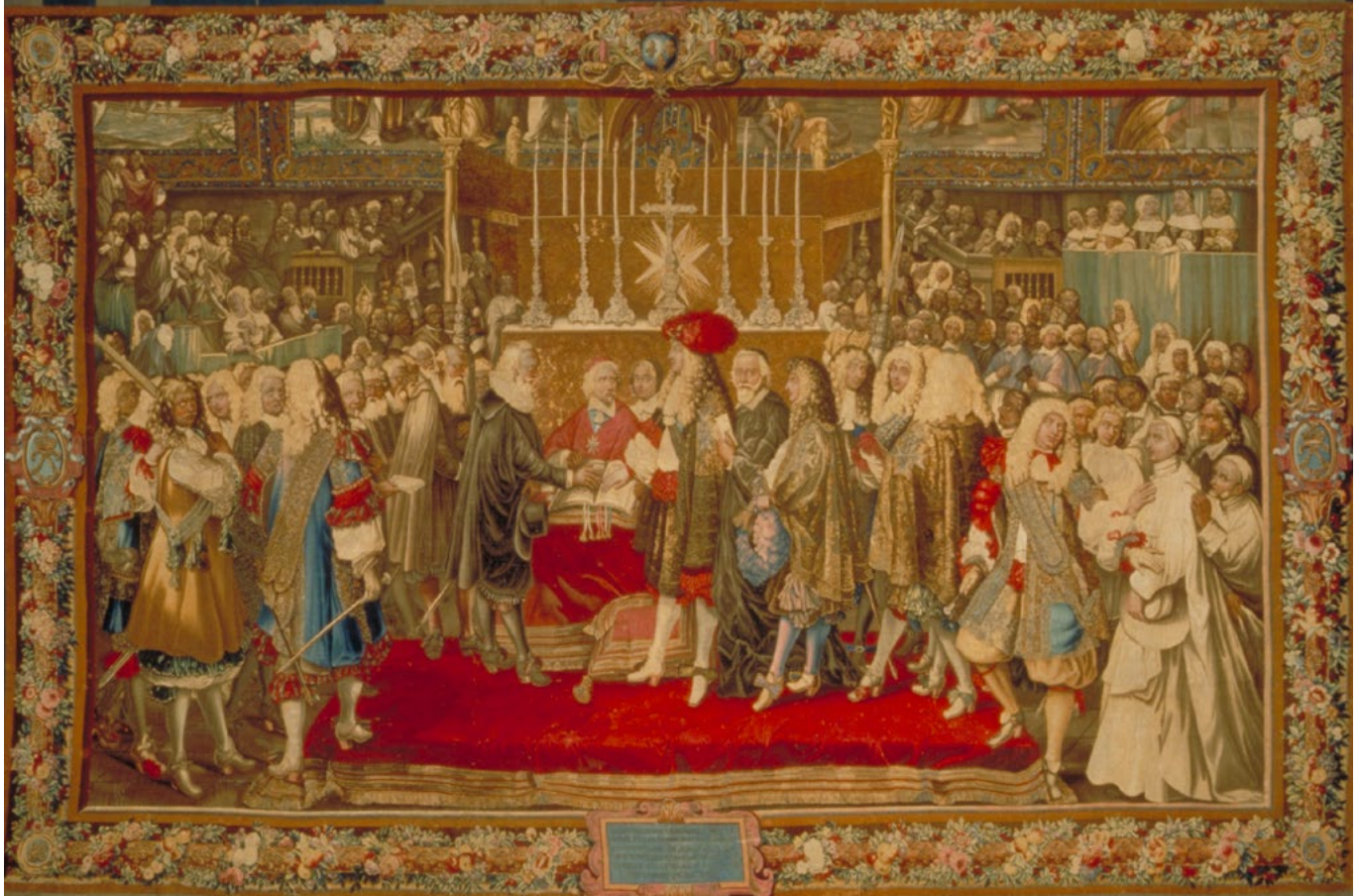
Johann Heinrich Waser is a representative of the Swiss delegation and mayor of Zurich.

Notre-Dame cathedral in Paris is decorated with other tapestries glorifying the deeds of Louis XIV.

The mayor of Zurich and the French king have laid their right hands on the Bible, in order to swear to the renewal of the alliance.



6 A tapestry and its history



- ② How can you tell the Alliance Tapestry is glorifying the fact that the treaty has been concluded? Write down your ideas.

Alliance tapestry, based on a template by Charles Le Brun, around 1705–1723, Gobelins Manufactory, Paris. Wool and silk.

7 Alliances between the Swiss and the French



>> The Alliance Tapestry depicts the scene on 18 November 1663 when King Louis XIV of France and the Swiss delegates formally renewed the alliance according to which Switzerland would provide France with mercenaries. Which figures are the most important? How is this act represented?

The Swiss had been renowned as redoubtable warriors since the late Middle Ages. Increasing numbers sought paid employment as mercenary soldiers. They took part in various wars throughout Europe. The conditions for the mercenaries' services were set down in treaties known as alliances. Kings and rulers across the continent attempted to hire Swiss soldiers.

On this tapestry the French king Louis XIV is concluding the treaty for Switzerland to supply mercenaries.

- ① Look at the Alliance Tapestry carefully. What do you see? Describe the three people or groups of people below.

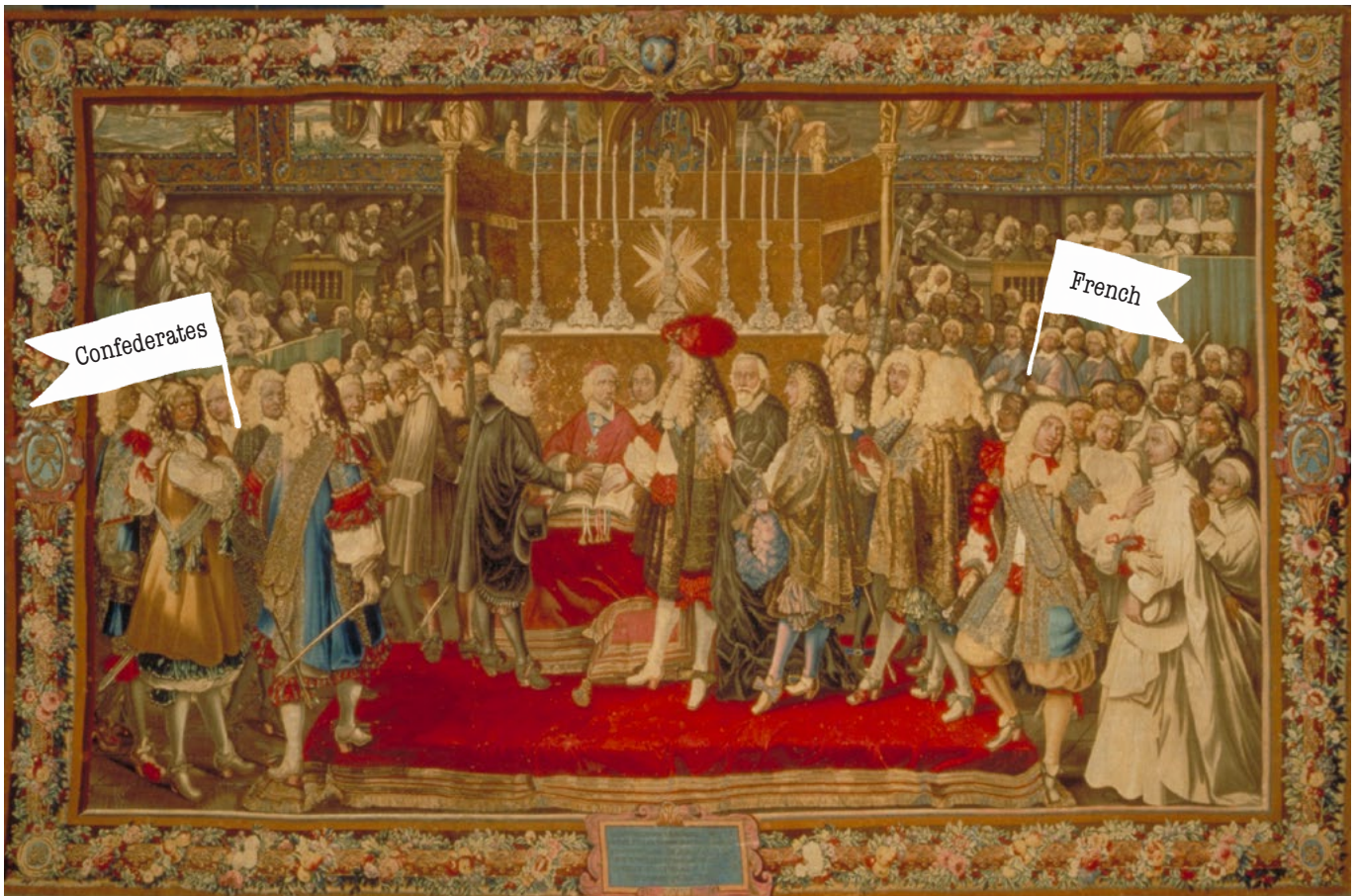


	Man with red had	Man in dark clothing	Group of women, top right
Headgear			
Clothing			
Footwear			
Pose			
Background			

7 Alliances between the Swiss and the French



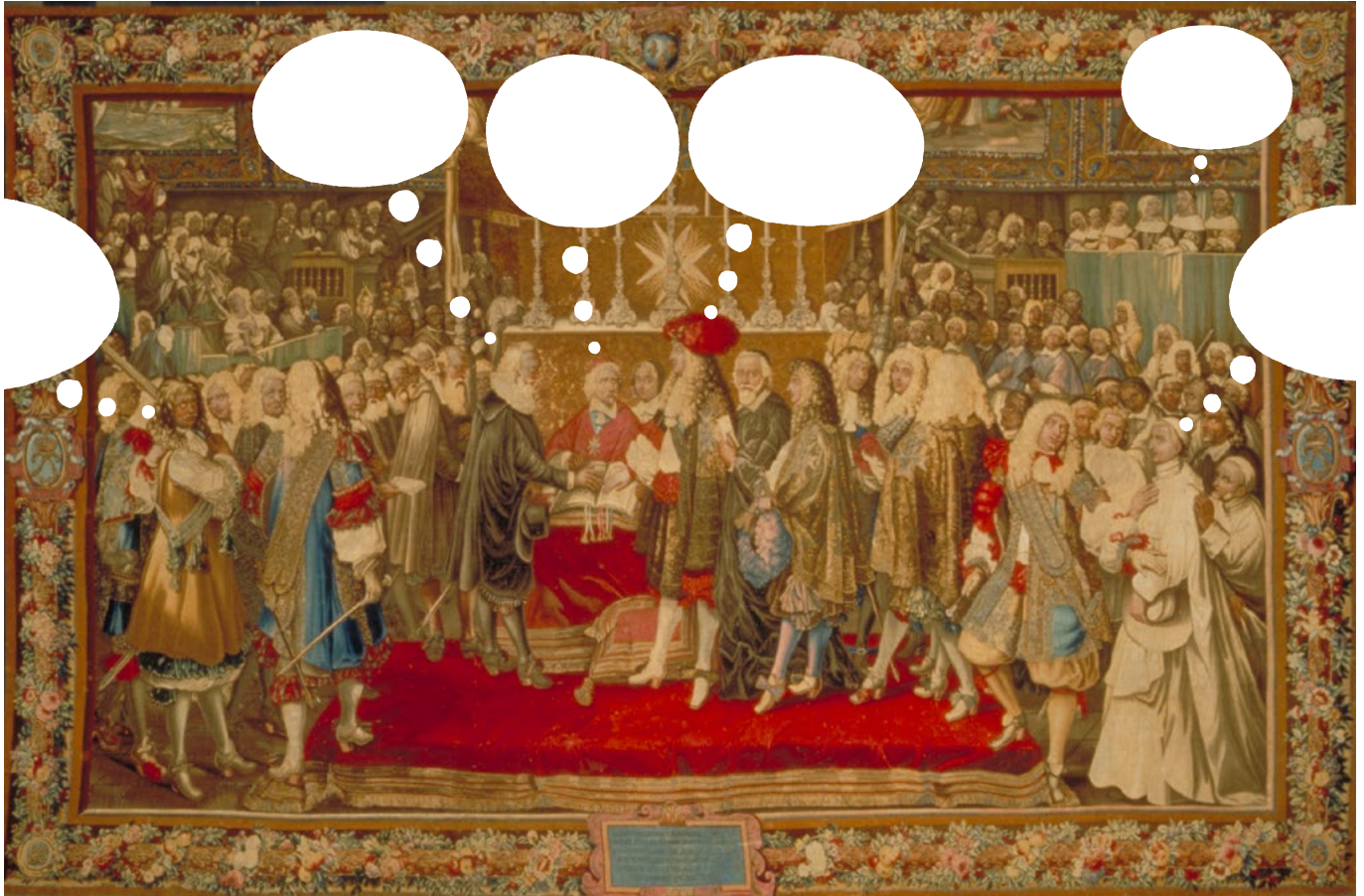
- ② What is this scene about? What is happening? What roles are being played by the people you have described? Give an explanation of this.
- ③ What do you find funny, strange or confusing when you look at the Alliance Tapestry? Give your reasons.
- ④ Look at the Swiss and the French. Think of five appropriate adjectives for each group and write them down around the person in question.



7 Alliances between the Swiss and the French



- ⑤ What might the people have been thinking during the ceremony? Note down your ideas in the thought bubbles.



- ⑥ The fact that mercenaries fought in Europe for different rulers at the same time led to problems. What kind of problems do you think they were? Come up with some ideas.

8 Spinning and weaving to survive



>> In the second half of the 18th century a large part of the population in what is now Switzerland was employed in the textile industry. They worked from home in what was known as a cottage industry. What did textile work involve? What did the everyday life of cottage industry workers look like?

As late as the 18th century every country on earth was dominated by agriculture. Most of the population worked in the agricultural sector. But the income from arable farming and livestock production was not always sufficient for survival. This meant that farmers were dependent on additional earnings. For example, after their work in the fields was done they would spin and weave wool, silk, and cotton at home in what was known as a cottage industry.

Traders brought the raw materials to the farming families. Usually everyone in the family helped with the work, including young children and grandparents. The cloth produced in this manner was collected by the traders and bleached and dyed in factories. Then it was sold in bulk.

- ① The exhibits on display have a very varied history. They can tell us things about the past. Read the texts and find out which of the 18th-century objects on display are doing the talking.

"Finding the right amount is important to me. It shouldn't be too much or too little. My corners and angles have been around since 1748."

"I collect all the patterns, colours and shapes. Anyone who looks at me carefully can find lots of interesting things. Sometimes I'm bristly, other times velvety smooth. Designers use me for inspiration."

"I clatter and rattle the whole day long. Anyone who places me in their cellar won't get me out that quickly. I'm not all that pretty myself. But I can be used to make beautiful things."

"I lend an elegant appearance to anyone who puts me on. I am decorated with wonderful red rose tendrils. The poorest created me, the richest wear me"

"Just look at us! You can tell our profession from what my wife is holding in her left hand. We work at home in a cottage industry."

8 Spinning and weaving to survive



② Look for the portrait of the Bräkers, c. 1800.

Notice! Look at the picture very carefully. What do you see? Give a detailed description.

Think! What are these two people doing? What are their everyday lives like? What class of society do they come from?

Research! Read the story of Ulrich Bräker, the “poor man of Tockenburg”.

Ulrich Bräker lived with his wife Salome Ambühl and their children near Wattwil in Toggenburg. The family was poor. Ulrich Bräker borrowed money and tried to set up a yarn trading business, and handed out work on commission from a trading house.

now forced to supply their handspun yarn at lower prices. Like many other workers in cottage industries, Ulrich Bräker also installed a weaving loom in his cellar. His business, however, proved unsuccessful. But he still had seven children to feed, three of whom died: two of complications from diarrhoea and one of tuberculosis.

But then cheaper and better yarn came onto the market from abroad: the spinning machine had been invented in England. The yarn traders were

③ What led to the collapse of Ulrich Bräker’s small business?

9 From agriculture to cottage industry



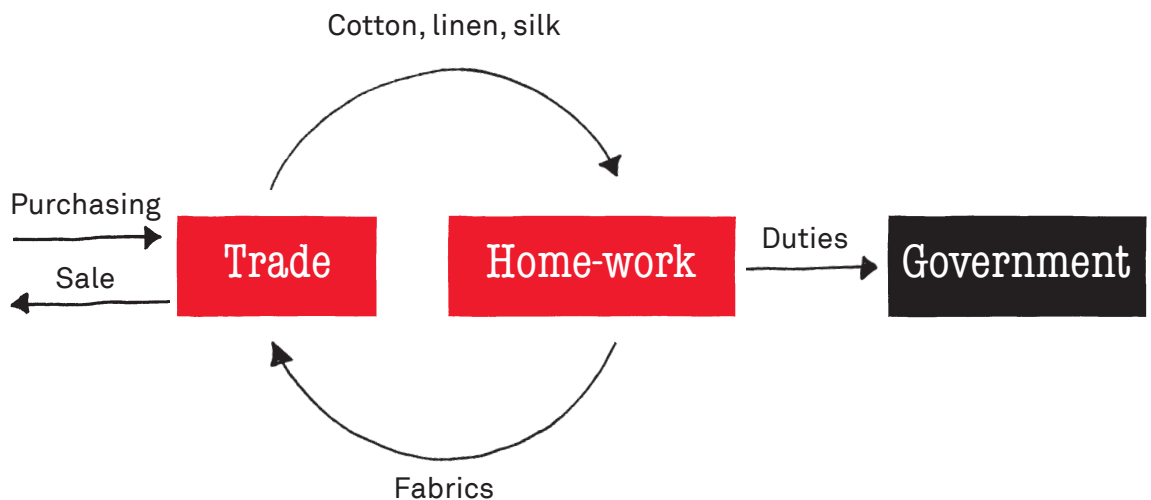
- >> In the second half of the 18th century a large part of the population in what is now Switzerland was employed in the textile industry. They worked from home in what was known as a cottage industry. What would a typical day have been like for a family working in a cottage industry? What were the everyday difficulties faced by cottage industry workers?

As late as the 18th century every country on earth was dominated by agriculture. Most of the population worked in the agricultural sector. But the income from arable farming and livestock production was not always sufficient for survival. This meant that the farmers were dependent on additional earnings. For example, they might spin and weave wool, silk, and cotton in their homes in what was known as a cottage industry.

Traders brought the raw materials to the farming families. Usually everyone in the family helped with the work, including young children and grandparents. The cloth produced in this manner was collected by the traders and bleached and dyed in factories. Then it was sold in bulk.

The farming families were not paid well even though weaving was very hard work.

How the cottage weaving industry worked



- ① Look for objects which are connected to the production of textiles. Read the object captions and note the correct names of the objects. In each case, explain in two to three short sentences how the object was made, how it works, and what it was used for.



2 Read the following text.

Like many other farmers, Jacob Lüthy, his wife Mathilda, and their seven children lived at subsistence level. Their farm did not yield enough to feed all their hungry mouths. And so all the members of the family had to do their part, working on the farm during the day and in the house in the evening and far into the night. They used spinning wheels to turn cotton into fine yarn which was later used to make beautiful clothing and fabrics on the loom.

Jacob and Mathilda got up very early in the mornings. Jacob would go into the stable first thing to feed the pigs and chickens. When the children got up at 6 a.m., each was given a piece of bread and a cup of hot watered-down milk. Then they would all go out to the fields, where they ploughed, sowed, weeded, and harvested the crops. In the evening, when everyone was tired from a long day's work, they would eat hot millet porridge – and then the work went on. Only the youngest children were allowed to play. Those who were old enough to perform simple tasks helped with the spinning. A haulier known as a Fergger came by once a fortnight to fetch the spun cotton and bring more cotton fibre, so that there was always enough work for the families to do. Although this additional work

was hard, the extra earnings were low and the money was not paid out until the spools of yarn were delivered. But it was the only way the family could keep their heads above water. Without it, they would have been forced to emigrate and seek their fortune in another country.

Mathilda, the mother was worried; one of the spinning wheels was rattling and didn't work properly any more. Ideally, she ought to buy a new one, but spinning wheels cost a lot of money and the Lüthy family could hardly afford the expense. The haulier was always putting them under pressure. Every time he came by, he wanted to pay less for the spun yarn. Jacob Lüthy had already lowered his price a few times, and his neighbours were asking even less. But if Jacob were to ask for less money, he would be unable to buy his wife a new spinning wheel.

The family's everyday life and the housework suffered from the huge workload. Mathilda now did no more around the house than was absolutely necessary. She barely had time to do the cooking, mending, and laundry. The family's days consisted mostly of farm work, spinning, and sleeping.

The story is fictional – but also true. Countless 18th-century people who lived in what is now Switzerland faced the same problems.

9 From agriculture to cottage industry



- ③ The putting-out system had advantages for both partners. What were they?

For the merchants in town	For the cottage industry workers in the countryside

- ④ Working from home is making a comeback in today's working world. Many people do so because they have all the tools they need at home, including access to the Internet. What jobs and tasks can be done from home? What are the advantages and disadvantages of modern cottage industry work in the 21st century?



>> The colourful legend of William Tell is part of the myth about how Switzerland came to be a country. What is a myth? What can this story tell us about modern Switzerland and its past?

① Have you heard of William Tell before? Where have you come across his name?

② According to legend, the story of William Tell took place around 700 years ago. However, it was only written down a little less than 550 years ago. It is a tale of how the Swiss confederation came into being. We now know that it is a fictional story – a myth.

Once upon a time, farmers in Uri, Schwyz and Unterwalden were forced to build castles for their bailiffs. The bailiffs were local rulers and judges on behalf of the king – but they wanted to be great lords in their own right. They became overconfident and stole property that didn't belong to them, and abused the farmers' wives and daughters. The farmers were very aggrieved by this, and so they swore an oath on the Rütli meadow. They wanted to defend themselves as confederates (the word originally means "people who have sworn an oath together") against the evil bailiffs.

One of the bailiffs was called Gessler. Around that time, he had a pole set up in Altdorf with his hat on top. He ordered everyone to greet this hat as if he were there in person. A squire stood guard at the hat and pole, with orders to report anybody who refused to offer the greeting. Now there was an honest man by the name of William Tell, who had also been present at Rütli. He refused to greet the hat, and so Gessler wanted to arrest him. Tell would only be able to avoid his punishment by shooting an apple from his son's head as a test of his courage. He hit the apple, and his son remained unhurt!

Nonetheless, Gessler had William Tell arrested and taken to Küssnacht by boat. But on the way William Tell managed to escape. He ambushed Gessler near Küssnacht and shot him dead. This was the signal for farmers from Uri, Schwyz and Unterwalden to drive away the bailiffs and burn down the castles.

Summary slightly adapted from: Urs Bräm, Spuren – Horizonte: Mensch – Raum – Zeit – Gesellschaft. Lehrmittelverlag des Kantons Zürich, Zurich 2009, p. 95




- ③ Find three depictions of William Tell in the exhibition. The objects show Tell in various roles. What are they?

	Object	Tell in the role of ...
1		
2		
3		

- ④ Although the William Tell story is fictional, it has been told and retold many times. It has been important for diverse artists, politicians and historians. They have ascribed characteristics to William Tell that turn him into a heroic role model.

a) Think about: which characteristics were ascribed to William Tell?

Write down at least three adjectives that describe him.



b) Do you think these characteristics are still important today?

Give reasons for your answer.



11 Profile of a protean figure



- »» The colourful legend of William Tell is part of the myth about how Switzerland came to be a country. What is a myth? What can this story tell us about modern Switzerland and its past? Where have you come across William Tell in the past?

William Tell is a Swiss national hero. The William Tell story was supposed to have happened around 1300. But it was only written down about 170 years later, in a book called the White Book of Sarnen.

- ① Look for the White Book of Sarnen in the exhibition and use the accompanying interactive station to find out more about the legend of William Tell. If you're not familiar with the legend, you can read about it here.
- ② The William Tell story is one of the most important Swiss myths.
 - a) Think about three or four characteristics which describe William Tell, and write them down.
 - b) Why do you think the story of William Tell – a fictional character – appears in the White Book of Sarnen? Note your ideas.

The legend of William Tell

Once upon a time, farmers in Uri, Schwyz and Unterwalden were forced to build castles for their bailiffs. The bailiffs were local rulers and judges on behalf of the king – but they wanted to be great lords in their own right. They became overconfident and stole property that didn't belong to them, and abused the farmers' wives and daughters. The farmers were very aggrieved by this, and so they swore an oath on the Rütli meadow. They wanted to defend themselves as confederates against the evil bailiffs.

One of the bailiffs was called Gessler. Around that time, he had a pole set up in Altdorf with his hat on top. He ordered everyone to greet this hat as if he were there in person. A squire stood guard at the hat and pole, with orders to report anybody who refused to offer the greeting. Now there was an honest man by the name of William Tell, who had also been present at Rütli. He refused to greet the hat, and so Gessler wanted to arrest him. Tell would only be able to avoid his punishment by shooting an apple from his son's head as a test of his courage. He hit the apple, and his son remained unhurt!

Nonetheless, Gessler had William Tell arrested and taken to Küssnacht by boat. But on the way William Tell managed to escape. He ambushed Gessler near Küssnacht and shot him dead. This was the signal for farmers from Uri, Schwyz and Unterwalden to drive away the bailiffs and burn down the castles.

Slightly adapted from: Urs Bräm, Spuren – Horizonte: Mensch – Raum – Zeit – Gesellschaft. Lehrmittelverlag des Kantons Zürich, Zürich 2009, p. 95



A myth is a tale. The word comes from Greek and means speech, tale or fable. Almost all the peoples on earth have their own myths. Myths might relate the beginning or end of the world, or perhaps the origins of gods or people. They seek to explain where groups of people came from and justify why people live together in a particular way.

11 Profile of a protean figure



- ③ The figure of William Tell has been interpreted in various ways over the years. Try to find the objects given below in the exhibition.

For each object, find out and note down:

- what kind of object it is.
- what era the object comes from.
- what the object was used for.
- how William Tell is depicted:
 - as a heroic freedom fighter.
 - as a skilled archer.
 - as a traditional mountain farmer.
 - as a loving father.
- Think about why William Tell
 - appears in the "History of Switzerland" permanent exhibition.
 - is depicted on these objects in this manner.

Search for five minutes. If you haven't found all the objects by then, you can complete the task by looking at the pictures.



a)	_____	_____	_____	_____
b)	_____	_____	_____	_____
c)	_____	_____	_____	_____
d)	_____	_____	_____	_____
e)	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Tell's apple shot, relief, probably Hans Küng, probably Lucerne. Painted limewood. On permanent loan from the Gottfried Keller Foundation. Federal Office of Culture, Bern.

Federal constitution, Laurenz Lüthi, Solothurn. Gouache and calligraphy on paper.

Artist copy of the Tell Monument in Altdorf, Richard Kissling, Zurich. Cast bronze.

Tell figure with drinking glass, centrepiece, Alexander Trippel, Olten. Carved wood, crystal glass.

12 The federal constitution



- » The federal constitution of the Swiss Confederation is the body of laws underpinning Switzerland. It was introduced in 1848. It sets out the basic rights of citizens, and the roles of the state, cantons, and municipalities, and the division of power between parliament, the government, and the legal system. What did the federal constitution of 1848 look like? What did it standardise? And what did the first Federal Council look like?

On 12 September 1848, Switzerland gave itself a constitution. Since then it has been frequently changed. The most important principles, however, still apply. Switzerland was transformed into a federation, with Bern as its capital. There was a separation of power between three authorities: legislative (National Council and Council of States), executive (the Federal Council), and judicial (Federal Court). Power was further divided between the state, cantons and municipalities. Universal suffrage was also introduced – at the time admittedly only for adult Swiss men. Swiss women were excluded. Nonetheless, from then on Switzerland was a democracy.



Federal constitution of 1848, Laurenz Lüthi, Solothurn. Gouache and calligraphy on paper.

12 The federal constitution



- ① Look at the object “Bundesverfassung von 1848” (1848 Federal Constitution). What do you recognise? Who do you recognise? Which pictures can you see? Note your findings.
- ② How many cantons were in the confederation in 1848? You can find out by counting how many cantons’ coats of arms are on the constitution. How many cantons are there today? Name them.
- ③a The new federal constitution regulated a number of fundamental issues. List four examples using the information given on the tablet by the model of the 19th-century Federal Palace.
- ③b In 1874 the federal constitution was totally revised for the first time. List four points which were changed. Find out by looking at the memorial sheet on the constitutional reform of 1874. It is located in the 19th-century section.
- ③c Have a think and then say why changes were made to two of the points you listed above.
- ④ After the federal constitution had come into effect, the first Federal Council was voted in. Compare the composition of the first Federal Council from 1848 with the present-day structure. What has changed?

Incidentally: you will find a picture of the first Federal Council at the display terminal near the model of the 19th-century Federal Palace.

Federal State

Switzerland was transformed from a federation of states into a federal state with a federal government in Bern. However, the cantons retained a great deal of independence. Switzerland received a liberal constitution (basic rights for all, such as the freedom to settle, freedom of religion, freedom of opinion, ...)

The creation of the Swiss political system as we know it today (with the important principle of separation of powers: Federal Council – National Council and Council of States – Federal Court) meant that from then on Switzerland could also be regarded as a sovereign state with a common government.

Instead of the Diet (which was the previous assembly of the representatives of the cantons) there was the Parliament, separated into two parts: the National Council and the Council of States. Laws were only valid when passed by both councils. The Council of States ensured that the small cantons could not be outvoted, and the National Council ensured that they could not outvote the large ones. Both councils together would elect the Federal Council and the Federal Court.

Contents of the 1848 Federal Constitution

The state was granted exclusive rights to declare war and peace, to conduct foreign relations, to control customs, the postal system, coinage, measures, and weights, to organise the federal armed forces and advanced military training, to guarantee that the cantons’ constitutions were republican and democratic, to ensure legal unity of the political system, as well as freedom of belief, press, and association, etc.

Instead of the Diet there was a Federal Assembly, which was free to vote as it pleased, and consisted of representatives of the cantons (Council of States) and of the Swiss people (National Council); instead of the Vorort, which had hitherto changed location, the highest executive authority was now the Federal Council, a cooperative institution with seven members; a Federal Court was also appointed.

After 15½ cantons with 1.8 million inhabitants had accepted the new constitution, defeating 6½ cantons with just under 300,000 inhabitants, the Diet passed it on 12 September 1848 and hence dissolved itself. The first Federal Assembly met on 6 November 1848 in Bern – which had been declared the seat of government – and elected the first Federal Council.



>> **Photography has been an important visual medium for more than 100 years. Historians use photographs as sources. What do photographs tell us? How does one analyse an image?**

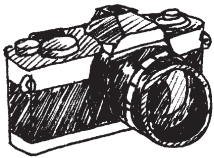
Photographs as historical sources

Photographs can show us how places, buildings, or clothing looked in the past. They also offer us insights into social worlds and reflect the norms and ideas of the time when they were taken.

When using photographs as historical sources, one should remember that although photographs can be close to reality, they do not reproduce reality directly.

- a) Photographs are subject to technical limitations and possibilities.
- b) They are taken against the background of typical notions of the time.
- c) They are the expression of individual decisions.

Like texts, photographs must be analysed with a critical attitude to the sources. In order to interpret an image, it is necessary to take into account information about the context in which it was taken and on the three points mentioned above.



Examining photographs

Many photographs are on display in the exhibition on the history of Switzerland. In the section of the exhibition covering Switzerland in the 20th century, series have been assembled on various topics.

Choose one of the series of photographs and complete the following tasks:

- ① Look at all the images in the series. Read the information about these pictures. What is the theme of the photo series?
- ② Put the photo series in its historical context by listing the date and place when the photos were taken and the most striking motifs.
- ③ Explain what you can find out about the theme of the series from the photos.
- ④ Choose an image that you particularly like. Look at it for a while and then tell its story by answering the following questions:
 - Why have you chosen this picture?
 - What can you see in the picture?
 - Where and in what situation might this photo have been taken?
 - If there are people in the picture, who could they be?
 - What might have happened before the photo was taken, and what might have happened afterwards?
 - What would you like to know from the photographer?
 - What message was the photographer probably trying to convey?

Prepare to introduce the photo series to your classmates.



>> The second half of the twentieth century was marked by various movements that brought about social change. Imagine you are a person from this period and explore a topic from his or her perspective.

A: Women's right to vote

Have a look at the topic "Women's right to vote".

① Read the text in the box.

From the nineteenth century onwards, women in Switzerland and other European countries fought for equal rights and political co-determination. In the first half of the twentieth century women in almost all European countries were given the right to vote. Switzerland lagged behind.

In 1959, there was a first nation-wide referendum about women's right to vote, in which only men were allowed to participate. Two-thirds of them voted against. After a second referendum in 1971, women's voting rights were introduced in Switzerland too. In the national elections in 1971, eleven women won seats in parliament. In 1984, the first female federal councillor was elected to the government.

② Find out more about the topic by visiting the exhibition. Have a look at the exhibits that have to do with women's right to vote. Read the exhibition texts on these exhibits.

③ Choose two exhibits that tell us something about women's right to vote and write a profile of them.

Exhibit 1

Name _____

Year _____

Place _____

Significance for the topic of "Women's right to vote"

Exhibit 2

Name _____

Year _____

Place _____

Significance for the topic of "Women's right to vote"

14 Between everyday life and activism



④ Go back in time!

You are about to read a short biography. Imagine you are the person being described and answer the reporter's questions from their point of view. Use as much information from the exhibition as possible in your answers.

Imagine you are a Swiss woman born in a small village in 1940. In 1956, you began training as a secretary and moved to Bern. In 1959, you witnessed the first referendum in which women's voting rights were rejected. At the time of the interview you are thirty-one years old and married with two children. You have given up your profession to run the household and bring up the children.

The interview takes place in 1971.



Reporter: What is your name?

R: A few days ago voting rights for Swiss women were approved. What do you think of the result of the referendum?

R: How did you experience the first referendum on women's voting rights in 1959? Can you describe how you felt then?

R: Have you actively campaigned for women's right to vote in recent years, for example, by going on demonstrations, joining women's groups or distributing publications? Why, or why not?

R: Do men and women now really have equal rights? Or has much remained the same in everyday life, at work, at home, in the family?

R: Does your husband think it is right that you can now vote?

Compare the answers to your interviews and discuss them.



- >> The second half of the twentieth century was marked by various movements that brought about social change. Imagine you are a person from this period and explore a topic from his or her perspective.

B: Foreign workers

Find out about the topic “Foreign workers”.

- ① Read the text in the box.

After World War II ended in 1945, Switzerland experienced a period of strong economic growth. New housing and schools were built, and in the late 1950s the first motorways were constructed. Because there was a labour shortage the government recruited “guest workers” from abroad. Initially they came mainly from Italy, later from Portugal, Spain, and Turkey. The idea was for these “guests” to return home as soon as the Swiss labour market no longer needed them. Their rights were very limited. Many of them were not allowed to bring their families to Switzerland. These usually low-paid foreign workers made a major contribution to Switzerland’s growing prosperity.

Between 1951 and 1970, 2.68 million people with either annual or permanent residence permits lived in Switzerland. During the same period, an additional three million permits for “seasonal” workers were issued. Seasonal workers were allowed to work in Switzerland for nine months of the year, but had to spend the remaining three months abroad.

- ② Find out more about the topic by visiting the exhibition. Have a look at the exhibits that have to do with foreign workers. Read the exhibition texts on these exhibits.
- ③ Choose two exhibits that tell us something about foreign workers and write a profile of them.

Exhibit 1

Name _____

Year _____

Place _____

Significance for the topic of “foreign workers”

Exhibit 2

Name _____

Year _____

Place _____

Significance for the topic of “foreign workers”

14 Between everyday life and activism

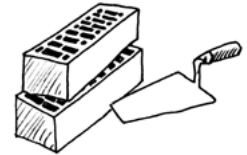


④ Go back in time!

You are about to read a short biography. Imagine you are the person being described and answer the reporter's questions from their point of view. Use as much information from the exhibition as possible in your answers.

Imagine you are an Italian man born in a small village in southern Italy in 1928. There was no work in your village, so in 1950 you decided to go to Switzerland where foreign labourers were being recruited to build the Swiss motorways. You always worked hard, but your wages were low. In the early years as a "seasonal" worker you were only allowed to live in accommodation for guest workers. Your wife and your two small children had to stay in Italy. Later you obtained a permanent residence permit and you were able to afford a tiny flat. Your family joined you in Switzerland in 1958. You now speak good Swiss German. You still work as a construction worker, but you are dissatisfied with your wages.

The interview takes place in 1970.



Reporter: What is your name?

R: What were you hoping for when you came to Switzerland in 1950? Have your hopes been fulfilled?

R: How did you feel during your early years in Switzerland?

R: Your family joined you in Switzerland in 1958. Do your wife and children now feel at home in Switzerland?

R: There have been various referendums against Switzerland being flooded with too many foreigners. What do you think about these referendums?

R: If there were something you could wish for from the Swiss – what would it be?

Compare the answers to your interviews and discuss them.



- >> The second half of the twentieth century was marked by various movements that brought about social change. Imagine you are a person from this period and explore a topic from his or her perspective.

C: Youth culture

Find out about the topic “youth culture”.

- ① Read the text in the box.

In the 1950s and 1960s, the atmosphere in Switzerland was conservative. Everything was supposed to stay the way “it had always been”. This included forms of co-habitation. Unmarried couples were not allowed to live together. Women did not have the right to vote. Homosexuals were registered by the police. The stifling atmosphere of the post-war era was unbearable for many people, especially for rebellious young people.

Starting in the early 1960s, young men started to grow their hair long and women began to wear short skirts. In 1961, “the pill” came onto the market. The first communal living arrangements emerged. More and more people began to demonstrate against capitalism and for more co-determination.

- ② Find out more about the topic by visiting the exhibition. Have a look at the exhibits that have to do with youth culture. Read the exhibition texts on these exhibits.
- ③ Choose two exhibits that tell us something about youth culture and write a profile of them.

Exhibit 1

Name _____

Year _____

Place _____

Significance for the topic of “youth culture”

Exhibit 2

Name _____

Year _____

Place _____

Significance for the topic of “youth culture”

14 Between everyday life and activism



④ Go back in time!

You are about to read a short biography. Imagine you are the person being described and answer the reporter's questions from her point of view. Use as much information from the exhibition as possible in your answers

Imagine you are a Swiss woman born in Zurich in 1950. Your parents would like you to train as a children's nurse. But you would rather study architecture. You dream of changing the urban landscape, of building housing, schools and youth centres. You still live with your parents. They hope that you will marry in a few years time, have a family, and become a housewife – just as your mother did. But you are interested in politics; you have joined in protests against the Vietnam war, and you like to listen to Beat and Rock music. You decide to move into a shared flat. You have recently taken part in demonstrations for a youth centre to be opened in the Globus-provisorium building. You only just escaped getting arrested.

The interview takes place in 1968.



Reporter: What is your name?

R: You went on the demonstration in Zurich that led to the Globuskrawall riots. What were you protesting about?

R: Why are you dissatisfied with the situation in Switzerland?

R: How do you see your role as a woman in Switzerland?

R: You recently moved into a shared flat. What do you particularly like about communal living?

R: What do your parents say about your behaviour in recent months?

Compare the answers to your interviews and discuss them.



- >> The second half of the twentieth century was marked by various movements that brought about social change. Imagine you are a person from this period and explore a topic from his or her perspective.

D: Ecology movement

Find out about the topic “ecology movement”.

- ① Read the text in the box.

People have been engaging in political campaigns to protect nature since the nineteenth century, but after World War II, the number of nature conservationists increased significantly. From the mid-1960s onwards it became clear that the economic boom would bring not only more prosperity, but also more environmental problems: too much waste, growing energy requirements, and water pollution caused by chemical waste. These problems aroused opposition in many people.

The study “The Limits of Growth” and the oil crisis in 1973 showed that oil was becoming scarcer and nature was endangered. The ecological movement was born in Switzerland with the protest against nuclear power stations. The nuclear accident at Chernobyl and a chemical spill in Basel in 1986 mobilised people to call for environmental protection. A year later, the Swiss Green Party tripled its seats in the Federal Council. Sorting waste, organic produce, and solar energy became the norm for many in the 1990s.

- ② Find out more about the topic by visiting the exhibition. Have a look at the exhibits that have to do with the ecology movement. Read the exhibition texts on these exhibits.
- ③ Choose two exhibits that tell us something about the ecology movement and the protests of young people in the 1960s and 1970s and write a profile of them.

Exhibit 1

Name _____

Year _____

Place _____

Significance for the topic of the “ecology movement”

Exhibit 2

Name _____

Year _____

Place _____

Significance for the topic of the “ecology movement”

14 Between everyday life and activism

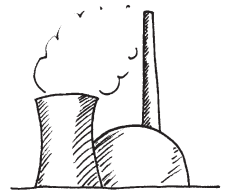


④ Go back in time!

You are about to read a short biography. Imagine you are the person being described and answer the reporter's questions from their point of view. Use as much information from the exhibition as possible in your answers.

Imagine you are a Swiss woman born in Kaiseraugst in 1952. Your father is a civil engineer working on plans to build a nuclear power station in your district. You have moved to Basel to train as a teacher and have already found friends who are environmental activists. Together you demonstrate against the pollution of the Rhine through industrial waste water, against air pollution caused by emissions, and above all against nuclear energy. You were also involved in the occupation of the Kaiseraugst nuclear power station in 1975 in which 15,000 people spent eleven weeks demonstrating against the power station.

The interview takes place in 1975.



Reporter: What is your name?

R: Why have you become an environmental activist?

R: Many people in Switzerland think nuclear power is a solution to energy problems. But you demonstrated against the building of a nuclear power station. Why?

R: How exactly are you and your fellow activists protesting?

R: The nuclear power station at Kaiseraugst is not going to be built after all. Did you think that your protest would be successful? Why, or why not?

R: How does your father feel about the fact that you of all people participated in the protests against his project?

Compare the answers to your interviews and discuss them.



- >> The second half of the twentieth century was marked by various movements that brought about social change. Imagine you are a person from this period and explore a topic from his or her perspective.

E: The economic miracle

Find out about the topic “economic miracle”.

- ① Read the text in the box.

After World War II, the Swiss economy boomed. Secure jobs and rising wages brought more prosperity. That is why this period is referred to as an “economic miracle”. People earned more and were able to afford more. Manufacturers and sellers used posters, films, and advertisements to advertise their goods and services.

Migros and Coop had already opened self-service shops in 1948. Their large assortment of goods included many imported products.

At the same time, the service sector grew rapidly from the 1950s onwards and by the end of the century employed three-quarters of the Swiss workforce. Secretaries were the largest female professional group. The typewriters they used in the office were replaced in the mid-1980s by computers. Banks and insurance companies became important employers. In the 1990s, they employed around 10% of the Swiss workforce.

- ② Find out more about the topic by visiting the exhibition. Have a look at the exhibits that have to do with the economic miracle. Read the exhibition texts on these exhibits.
- ③ Choose two exhibits that tell us something about the economic miracle and write a profile of them.

Exhibit 1

Name _____

Year _____

Place _____

Significance for the topic “economic miracle”

Exhibit 2

Name _____

Year _____

Place _____

Significance for the topic “economic miracle”

14 Between everyday life and activism

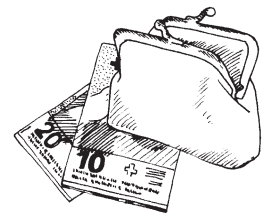


④ Go back in time!

You are about to read a short biography. Imagine you are the person being described and answer the reporter's questions from their point of view. Use as much information from the exhibition as possible in your answers.

Imagine you are a Swiss man born in a village in the canton of Zug in 1925. During World War II you experienced what it is like when everything is in short supply: your parents were not always able to buy food, clothing, or schoolbooks for you and your four siblings. You dreamed of a better life and, after completing a commercial apprenticeship, you trained as a bank clerk. Since 1950, you have worked in Zug. In 1960, you became a head of department in a bank. You are married with three children and you now earn so much money that your wife does not have to work. A few years ago, you bought your own house.

The interview is conducted in 1967.



Reporter: What is your name?

R: Do you like living in Switzerland? Why, or why not?

R: What do you particularly appreciate about your life and your everyday life here?

R: One hears all the time that we are experiencing an "economic miracle". Do you agree, and what do you understand by this?

R: Does this "economic miracle" have downsides too, in your opinion? If so, what are they?

R: What was the last present that you gave your wife?

Compare the answers to your interviews and discuss them.



- >> The twentieth century was fraught with disasters and crises. These included: A) World War I (1914–1918), B) World War II (1939–1945), and C) the Cold War (1945–1990). Switzerland was not directly affected by the conflicts. It was not attacked, and its political neutrality was recognised. But it was in a very difficult position nonetheless. What were the challenges it faced?

Group A: World War I (1914–1918)

- ① Form two groups. One group will look at sub-topic 1: “Mobilisation”, the other at sub-topic 2: “Repatriation of refugees”.
- ② Start by using the exhibition texts, the exhibits, the audio sources, the media stations, and the audio guide to obtain some general information about World War I. If necessary you can also use the overview of World War I that you will find at the end of the unit.
 - a) Note the most important events that happened in and around Switzerland in connection with World War I.
 - b) What were the challenges for Switzerland? Note how the Swiss state and population dealt with these challenges.
 - c) Find out about the exhibit that matches your sub-topic. Look for other exhibits that provide more information about your topic.
 - d) Investigate the keywords that go with your sub-topic.
- ③ Return to the group and present your sub-topic to the others. Now discuss how Switzerland behaved in World War I. Say what you think about Switzerland’s position between armed neutrality and humanitarian relief.
- ④ Prepare a joint presentation for your class. Your presentation should include as a minimum the exhibits you looked at and all the keywords. Try to refer to other exhibits and explain to the class what you found out about Switzerland during World War I.

Look at the information on the reverse.





Machine gun, ordinance 1911, Weapon and Ammunition Factory Berlin and the Federal Weapon Factory Berne. Steel.



"Rapatriés à Zurich", photo album, Hans Diebold, Zurich 1915. Gelatin silver print on paper.

Topic 1: "Mobilisation"

Keywords:

- General mobilisation
- Border fortifications
- General Ulrich Wille
- Internal political conflict

Topic 2: "Repatriation of refugees"

Keywords:

- Good offices
- Swiss Red Cross
- Refugees
- Repatriation of displaced persons



World War I (1914–1918)

World War I broke out in Europe in August 1914. It lasted for four years and claimed ten million human lives. Many cities and whole swathes of the countryside were destroyed. As a neutral state, Switzerland was not engaged in the war, but it constituted a threat nonetheless. The fronts of the warring parties touched on Swiss territory at two points: the German and French armies faced each other near Pruntrut, in what is now Jura Canton; and Italian and Austrian troops fought near the Stelvio Pass on the border with Grisons Canton.

Switzerland during World War I

In Switzerland the army was deployed to defend the border. The Federal Council declared the country's neutrality, and the Federal Assembly elected Ulrich Wille as general. His election was controversial and the Swiss population became divided over the course of the war. Western Switzerland felt itself to be more closely affiliated with the Allied Entente powers, while German-speaking Switzerland sympathised more with Germany and Austria. Words of warning and constant efforts were required to prevent the country splitting into hostile camps. In this politically charged atmosphere there were repeated breaches of Swiss neutrality. In 1917, for example, Federal Councillor Arthur Hoffmann resigned after the Department of Foreign Affairs had started to explore the possibilities for peace between the German Reich and Russia. There were also food shortages. During World War I, Swiss soldiers received no financial compensation for the loss of wages from their civilian jobs. Many families therefore suffered material hardship.

General strike 1918

After the war, roughly 700,000 Swiss, almost one-sixth of the population, had to seek financial support. The growing differences between poor and rich heightened social tensions. Workers demanded higher wages and a reduction in the working week to forty-eight hours. Following isolated strikes, troops were sent to Zurich. The Swiss Labour Organisation joined forces in Olten and founded the "Olten Action Committee" (OAC). After unsuccessful negotiations with the Federal Council over the withdrawal of the troops, the OAC called a national general strike. An extensive catalogue of workers' demands was published. Fearing that the military would put down the strike, the OAC called it off after a few days. But these upheavals left a lasting impression, and internal peace remained precarious in Switzerland.

Peace in the Labour Movement

Only after the economic crisis of the 1920s and 1930s did the labour organisations adopt a more moderate course. The so-called Peace Treaty of 1937 played a pioneering role in the metallurgical and watch industries. This treaty stipulated a ban on strikes and the regulation of conflicts via arbitration and thus smoothed the way for peace in the labour movement and stable social conditions in Switzerland.

Literature:

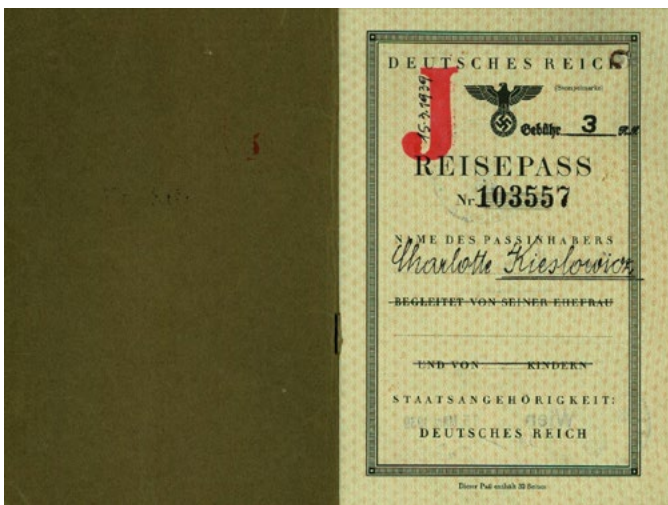
Meier, Helmut. Hintergrund: Vom "Ancien Régime" zur modernen Demokratie. In: Unterlagen für Schulen zur Ausstellung "Geschichte Schweiz" im Landesmuseum Zürich, 2011.



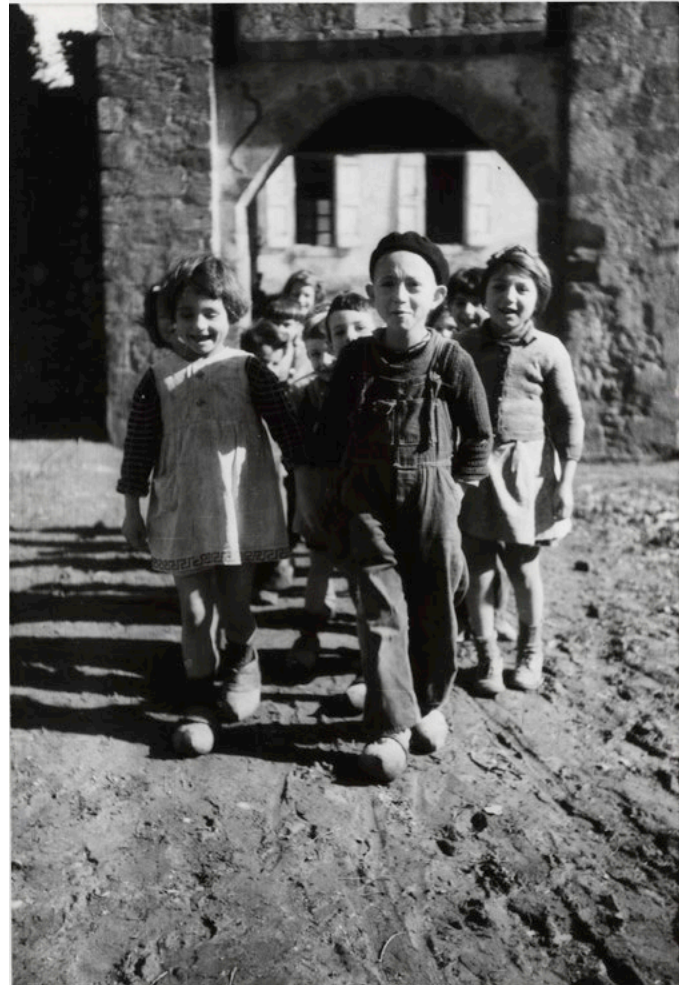
- » The twentieth century was fraught with disasters and crises. These included: A) World War I (1914–1918), B) World War II (1939–1945), and C) the Cold War (1945–1990). Switzerland was not directly affected by the conflicts. It was not attacked, and its political neutrality was recognised. But it was in a very difficult position nonetheless. What were the challenges it faced?

Group B: World War II (1939–1945)

- ① Form two groups. One group will look at sub-topic 1: “Refugee policy”, the other group at sub-topic 2: “A refugee home in France”.
- ② Start by using the exhibition texts, the exhibits, the audio sources, the media stations, and the audio guide to obtain some general information about World War II. If necessary you can also use the overview of World War II that you will find at the end of the unit.
 - a) Note the most important events that happened in and around Switzerland in connection with World War II.
 - b) What were the challenges for Switzerland? Note how the Swiss state and population dealt with these challenges.
 - c) Find out about the exhibit that matches your sub-topic. Look for other exhibits that provide more information about your topic.
 - d) Investigate the keywords that go with your sub-topic.
- ③ Return to the group and present your sub-topic to the others. Now discuss how Switzerland behaved in World War II. Say what you think about Switzerland’s position between armed neutrality and humanitarian relief.
- ④ Prepare a joint presentation for your class. Your presentation should include as a minimum the exhibits you studied and all the keywords. Try to refer to other exhibits and explain to the class what you found out about Switzerland during World War II.



German passport with J stamp, 1939, Police headquarters, Berlin. On loan from Schweizerisches Bundesarchiv, Bern.



“The children of La Hille”, photography, black-and-white print, 1943, Sebastian Steiger.

Topic 1: “Refugee policy”

Keywords:

- Closed borders
- Political asylum
- Transit policy
- Surveillance of emigrants

Topic 2: “A refugee home in France”

Keywords:

- Good offices
- Swiss Red Cross
- Jewish refugees
- Escape agents



World War II (1939–1945)

The war that Hitler began in 1939 rapidly escalated into a worldwide conflict. When the war broke out, the Federal Council declared Switzerland's neutrality. Henri Guisan from western Switzerland was elected general. The Swiss army remained combat-ready until the end of the war in 1945. Thousands of soldiers were called up to the army. Active service left its mark on the lives of an entire generation. How was Switzerland to act in the face of the constant threat? And how was it to maintain its independence in an increasingly difficult economic situation? Switzerland sought to find a middle way between compliance and resistance. The symbol of Swiss resistance was the National Redoubt, a resistance plan that involved the Swiss army withdrawing to fortifications in the Alps. Alongside military combat-readiness, the council also called for "spiritual resistance" to Nazi influence, the so-called "spiritual national defence".

Moments of threat

The Swiss went in constant fear of a German attack. The German invasion and occupation of France from 10 May 1940 onwards triggered panic. Many families in the border regions of northern and north-eastern Switzerland sought refuge in the Pre-alpine region, in central Switzerland, and in the south of France, which was not occupied. Switzerland was threatened with invasion again in spring 1943, but the Germans then abandoned their plans to capture Alpine passes.

Help for refugees

Some individuals, such as Paul Grüninger, chief of police in St. Gallen Canton, the "mother of the refugees" Gertrud Kurz, and Carl Lutz, Swiss vice consul in Budapest, tried to help refugees and saved many lives. Paul Grüninger was fired without notice for his actions, fined, and never reinstated. He was not rehabilitated until 1993.

Switzerland – a transit country for refugees

Around 60,000 persons, among them around 28,000 Jews, found refuge in Switzerland during World War II, for shorter or longer periods of time. Many Jewish refugees were turned away at the border, however, because Switzerland did not recognise them as victims of political persecution. Most of these people were captured by the Germans and deported to concentration camps, where they were murdered. To make it easier for the Swiss border authorities to check people entering the country, the passports of German Jews were marked with a red "J". The German authorities had introduced this symbol in autumn 1938 in agreement with the Swiss Federal Council and the Police Department of the EJPD, initially against their own interests: the stamp made it more difficult for Jews to leave Germany for or via Switzerland as the Germans wished them to. They also feared that other countries would follow the Swiss example. The Germans eventually agreed to use the symbol in order to avoid the visa requirement for all German citizens that Switzerland was proposing. The agreement stipulated that the passports of Swiss Jews should also contain a "J". In their official correspondence the Swiss authorities also used the terms "Aryan" and "non-Aryan" and thus indirectly condoned German racial policy. The negotiations about the "J" stamp were marked by thinly-veiled anti-Semitism.

Literature:

Meier, Helmut. Hintergrund: Vom "Ancien Régime" zur modernen Demokratie. In: Unterlagen für Schulen zur Ausstellung "Geschichte Schweiz" im Landesmuseum Zürich, 2011.

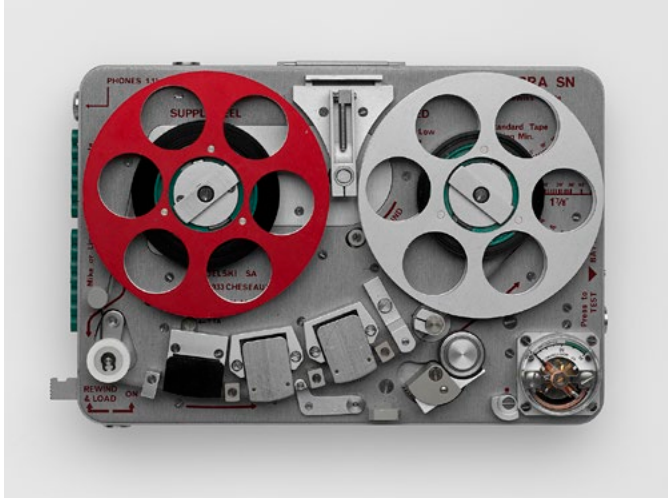
Bonhage, Barbara et. al. Hinschauen und Nachfragen. Die Schweiz und die Zeit des Nationalsozialismus im Licht aktueller Fragen, Lehrmittelverlag Zürich, Zürich 2006.



- » The twentieth century was fraught with disasters and crises. These included: A) World War I (1914–1918), B) World War II (1939–1945), and C) the Cold War (1945–1990). Switzerland was not directly involved in the conflicts. It was not attacked and its political neutrality was recognised. But it was in a very difficult position nonetheless. What were the challenges it faced?

Group C: The Cold War (1945–1990)

- ① Form two groups. One group will look at sub-topic 1: “Surveillance of the ‘enemy within’”, the other group at sub-topic 2: “Taking in refugees”.
- ② Start by using the exhibition texts, the exhibits, the audio sources, the media stations, and the audio guide to obtain some general information about the Cold War. If necessary you can also use the overview of the Cold War that you will find at the end of the unit.
 - a) Note the most important events that happened in and around Switzerland in connection with the Cold War.
 - b) What were the challenges for Switzerland? Note how the Swiss state and population dealt with these challenges.
 - c) Find out about the exhibit that matches your sub-topic. Look for other exhibits that provide more information about your sub-topic.
 - d) Investigate the keywords that go with your sub-topic.
- ③ Return to your group and present your sub-topic to the others. Now discuss how Switzerland behaved in the Cold War. Say what you think about Switzerland’s position between armed neutrality and humanitarian relief.
- ④ Prepare a joint presentation for your class. Your presentation should include as a minimum the exhibits you studied and all the keywords. Try to refer to other exhibits and explain to the class what you found out about Switzerland during the Cold War.



Tape recorder. NAGRA SN. Espionage recorder. Manufactured by Kudelski. 1973.

Topic 1: "Surveillance of the 'enemy within'"

Keywords:

- "The enemy within" (anti-communism)
- Atmosphere of fear
- Privacy
- Armament
- The arms race



Arrival of Hungarian refugees in Morges, 6.12.1956, Actualité Suisse Lausanne. Digital print.

Topic 2: "Taking in refugees"

Keywords:

- Western bloc / Eastern bloc
- East-West conflict
- Crisis in Hungary
- Prague Spring
- Economic miracle



The Cold War (1945–1990)

After World War II, the alliance between the United States and the Soviet Union broke. The incompatibility of their political and social systems became obvious: the Soviet Union and its allies were ruled by communist governments, while the United States espoused democracy and a capitalist economy.

Although there was never a direct military confrontation between the two superpowers (the United States and the Soviet Union) during the Cold War, this period was anything but peaceful. In many countries, conflicts escalated after one of the superpowers intervened. Wars were waged in Korea (1950–1953), Vietnam (roughly 1955–1975), and Afghanistan in the late 1970s.

In 1949, the Western states formed a US-led military alliance called the “North Atlantic Treaty Organisation” (NATO). The Eastern bloc states responded in 1955 by forming the military alliance called the “Warsaw Pact”, which existed until 1991. The Cold War ended with the collapse of the USSR and the peaceful revolution in Germany in 1989/90.

Swiss neutrality during the Cold War

Initially, the East-West conflict made it easier for Switzerland to free itself from the isolated position it had been in since World War II. In addition, it now appeared easier to adhere to the principle of neutrality in foreign policy. Both superpowers, however, repeatedly sought to exert influence over Switzerland.

When the United Nations (UN) was founded in 1945, Switzerland did not become a member, since it seemed unlikely that its neutrality would be recognised. In order to avoid becoming isolated, the Federal Council decided to engage in international cooperation. Switzerland organised many international conferences, and Swiss embassies often served as intermediaries to keep diplomatic relations open between enemy states. It participated in neutral committees charged with monitoring adherence to agreements, such as the ceasefire in Korea, for example. By offering its good offices, Switzerland demonstrated the benefits of its neutrality.

State surveillance

Political neutrality was, however, certainly not the same as ideological neutrality. The overwhelming majority of the population sympathised with the West, and many people were afraid of the expansionist ambitions of the Soviet Union.

This meant that people, especially those with communist convictions, were often socially ostracised and kept under state surveillance. Hundreds of thousands of Swiss were watched by the federal police who kept secret dossiers on them in which their activities were recorded, such as their contacts with communist countries or involvement in environmentalist movements. Denunciations were also a frequent occurrence.

Armament

Although Switzerland did not intervene militarily, the Cold War nonetheless had a strong impact on the country's military orientation: in the arms race between East and West, possession of nuclear weapons was key, since the United States and the Soviet Union were continually expanding their arsenal of medium- and long-range missiles with nuclear warheads, which also threatened Switzerland. Between 1958 and 1969, the Federal Council therefore considered making Switzerland a nuclear power. A decision was taken to acquire fighter planes capable of carrying nuclear weapons, while civil defence facilities were constructed to be used in the event of a nuclear attack and bunkers were refurbished.

Literature:

“Kalter Krieg”, Historisches Lexikon der Schweiz <http://www.hls-dhs-dss.ch/textes/d/D17344.php> (6.11.2018, 16:42).

Gesellschaften im Wandel. Geschichte und Politik, Sekundarstufe I, Themenbuch 2, Lehrmittelverlag Zürich, Zurich 2017, pp. 96–99.

Zeitreise, Schulbuch, Swiss edition, vol. 3, Klett und Balmer, Baar 2018, pp. 16–19.

Menschen in Zeit und Raum, vol. 9, Viele Wege eine Welt, Schulverlag plus AG, 5th ed., Bern 2014, pp. 118–119.

16 How does tomorrow become yesterday?



>> The room devoted to the twenty-first century covers five topics: migration, climate change, life expectancy, robotics, and the sovereignty. What concerns us today and what will concern us in the future?

① Choose a topic that interests you.

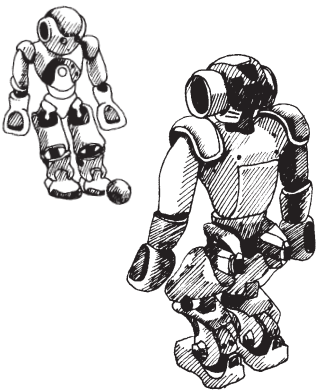
Topic: _____

② Use the images, infographics, and films to find out more about the topic you have chosen. Note down important information.

③ Note down central questions and problems that arise in connection with the topic you have chosen.

④ Find your own point of view on your chosen topic and give reasons for your opinions.

⑤ Find a partner who has been looking at the same topic as you and tell each other what you think.



17 Hot on the trail of curiosity



>> The exhibition on Swiss history begins in 1400 and ends in the present. It covers seven centuries. Which exhibits did you find particularly impressive? Which ones would you recognise if you saw them again?

- ① Find an exhibit that particularly arouses your curiosity. Say why you find this exhibit interesting.



- ② Look at this exhibit carefully and sketch it.

- ③ Write a profile of the exhibit

Name _____

Year _____

Place _____

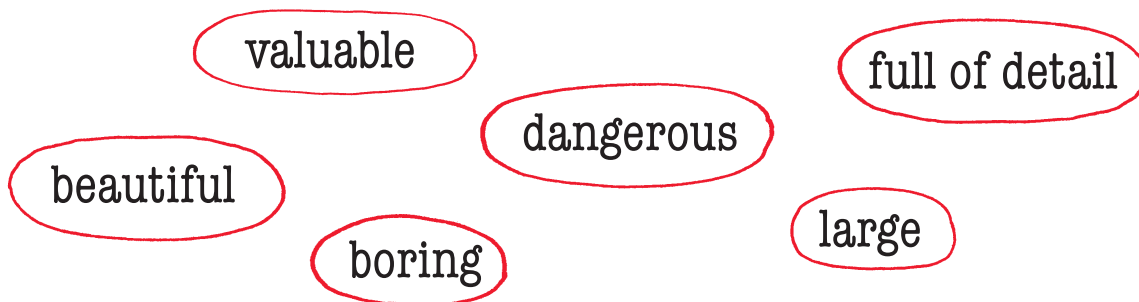
- ④ Write down important information about this exhibit, for example, what it was used for, or why it is important for the history of Switzerland.

- ⑤ Write down some questions you have about this exhibit.

17 Hot on the trail of curiosity



⑥ Find three exhibits, each of which fits one of the following adjectives:



→ Sketch the three exhibits and note the adjective that fits each of them.

⑦ Find an exhibit that has something that you recognise as familiar.

Name of the exhibit _____

What I associate with the exhibit _____



>> The curators describe their tasks and tell us how an exhibition is put together. Which exhibits are important? Who works on the exhibition concept?

Interview with the curators* of the exhibition “History of Switzerland”:
Erika Hebeisen and Denise Tonella

What is the job of a curator at the Landesmuseum Zürich?

A curator at the Swiss National Museum normally has two main jobs: looking after a collection and putting on exhibitions. Since the museum opened, the collections have been steadily growing. The curator decides which objects should be added to the collections and therefore purchased. She also clarifies whether objects can be accepted as a gift. If another museum wants to exhibit an object from our collections, she is one of the people who decides whether it is possible or desirable to lend the object. She also selects objects from her collection – e. g. paintings, porcelain, or weapons – for exhibition at her own museum.

Why an exhibition about the history of Switzerland?

One of the main tasks of our museum is to present Swiss history to a broad public. In a direct democracy it is particularly important for citizens to engage with the history of their own country. In addition, all inhabitants of Switzerland should know how Switzerland came into being and how it has changed. It is also important for the permanent exhibition to serve as a place of learning for schools. School classes should be able to reflect on and discuss what exhibits reveal about the past. Finally, we would like to give tourists insights into the special characteristics and interconnections that make our country what it is.

How did the exhibition evolve?

We began developing the concept for the exhibition in spring 2017. We asked ourselves which topics we wanted to present and what we could leave out. And which topics are difficult to show in a museum because the objects are missing, but are nonetheless important? How many exhibits will fit into a thousand square metres?

We decided to arrange the exhibits strictly chronologically to make it as easy as possible for visitors to find their way around. After we had made this decision we immersed ourselves in the topics we had chosen and looked for exhibits to fit them; once we had finished our concept for the context it was over to the exhibition designer. Together we placed the content and the objects in the space. That’s a great moment when the exhibition gradually starts to take shape.

As time passes more and more things have to be done at the same time: writing the exhibition texts, developing the media stations, clarifying image rights, organising translations, and recording the audio guide. Here we got a lot of support from the project team. The technical team set to work to draw up the building plans and commissioned external companies to build the exhibition landscape. The team of conservationists had the job of mounting around 460 objects. Our colleagues from the education department developed a programme for families and schools.

And after just under two years of work the opening drew closer. The exhibition will now be open for several years to come.

What story does the exhibition tell?

The chronologically organised exhibition takes the visitor on a tour through the centuries, from the mid-fifteenth century until the present day. It begins by presenting characteristics and events that contributed to the establishment of the Swiss Confederation in the mid-fifteenth century. This includes alliances, wars, and founding legends. The sections of the exhibition covering the sixteenth to the nineteenth century focus mainly on political, religious, and social history. Some of the main themes here are the Reformation, mercenary soldiers, religious wars, the Enlightenment, industrialisation, and the founding of the Swiss federation as it is today.



* The word “curator” comes from the Latin verb “curare”, meaning “to take care of something”.

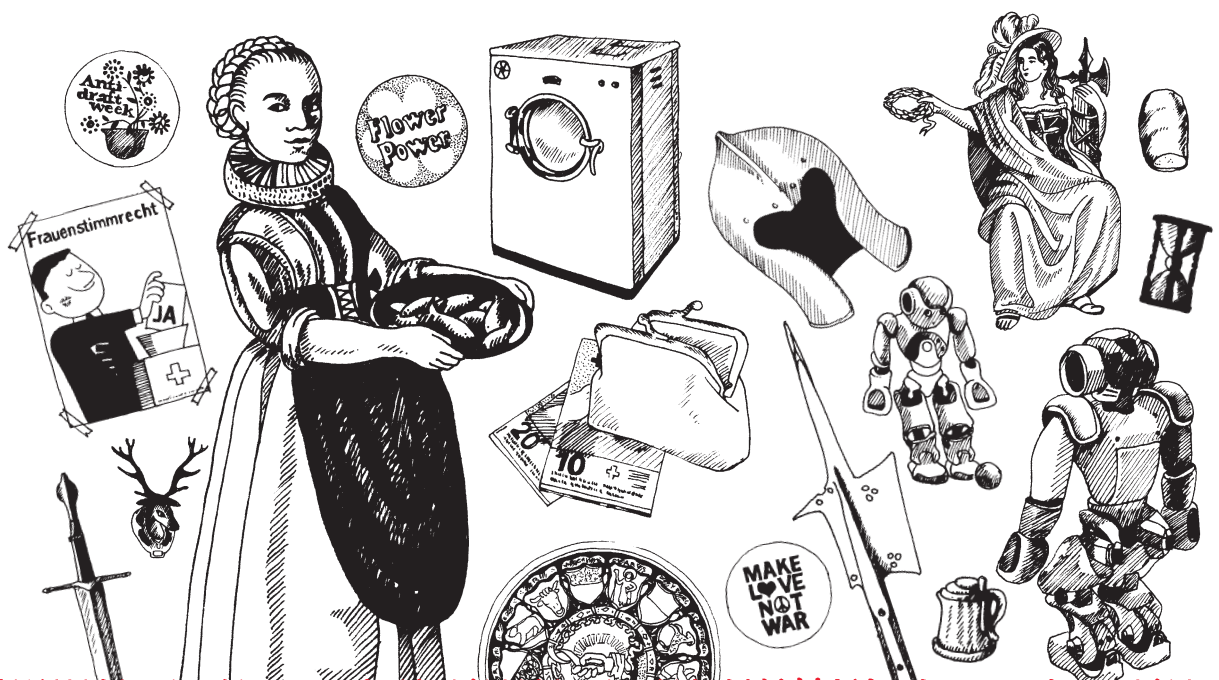
18 Behind the scenes – the work of a curator



The history of the twentieth century is given special weight in the exhibition. The first part of this section looks at the special situation of Switzerland as a neutral power from 1914 to 1989. Switzerland did not wage war, but it was continually threatened by war. How did it deal with this? How did it arm itself militarily, how did it communicate with the warring parties, to whom did it offer help to? The second part of this section shows how much the twentieth century was marked by social renewal. The labour movement, the economic boom, women's right to vote, and youth movements are all important topics here.

The exhibition concludes by taking a look at the twenty-first century. This is something the museum is doing for the very first time. Here it presents five socially relevant topics that currently present challenges for Switzerland: migration, climate change, life expectancy, robotics, and sovereignty.

- ① The interview tells you a lot about how an exhibition is made. Imagine you are doing an internship at a museum. Which stage in the work would you most like to be involved in? Explain what you find interesting about it.
- ② The curators say: "In a direct democracy it is particularly important for citizens to address the history of their own country." Do you agree? Why? Why not? Give reasons for your answer.
- ③ In the last paragraph the curators mention five "socially relevant" topics. Are those topics relevant for you personally? Give reasons for your answer.
- ④ Imagine that you are able to make an exhibition about the history of Switzerland. Which topics would you choose? Name two topics that you think are particularly important that are not included in the exhibition on the history of Switzerland. Explain why you chose these two topics in particular.





- » The scenographer of the exhibition explains his work and how the exhibition is built. How is the exhibition presented? Who helps to build it?

Interview with the scenographer of the exhibition “History of Switzerland”:
Alex Harb

What is the job of a scenographer at the Landesmuseum Zürich?

The scenographer is the person who designs the exhibition. He is responsible for choosing the colours for the walls, plinths, and display cases and deciding how and where the objects should be exhibited in order to present them in the right light. His job is comparable with the job of a set designer in a theatre. There, too, the designer starts with the content, the play itself. Then the director comes to him with an idea of how the play should be produced. Together with the director, the set designer then develops the scenery, the setting for the performance. He asks questions such as whether the set should be light and cheerful or threatening and dark. It is similar in a museum.

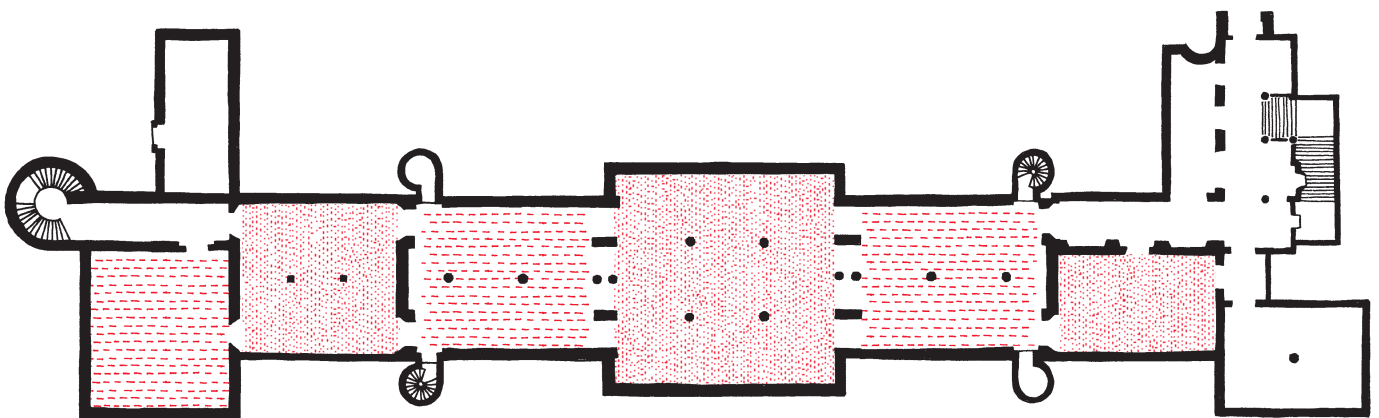
What was your contribution as a scenographer to planning the new exhibition on the history of Switzerland?

I started my work once the content of the exhibition had been decided on. It was my job together with the curators to give the presentation of the context a shape, to put together the various components of the exhibition’s content and to develop a logical spatial framework for the new permanent exhibition on the history of Switzerland. My ideas and drawings were then further developed and realised by the technical department. Its job was to coordinate all the tradesmen who came to the museum to help build the exhibition.

How is the scenography of an exhibition put together?

An exhibition should be organised like a book. It is divided into spatially separate epochs which can be read like chapters.

- ① Think about and write down which tradesmen and service providers are involved in building an exhibition and what their job is.
- ② Write down three aspects of designing an exhibition (material/colour/guiding visitors etc.). Write down what you think the scenographer would like to achieve with each of these.



Solutions

WS 1: Confederation mercenaries – what did they do?



①



Halberd



Crossbow



Shield



Armour



Pike



Sword

②

In open terrain, several rows of mercenaries with pikes protected the edges of the pike square against enemy attack. If the enemy – on horseback or on foot – came too close, he would be stabbed down. The mercenaries inside the pike square used their halberds in close-quarter fighting.

WS 2: Swiss mercenaries – on the way to war



①

Material: silk

Colour: gold

Accessory: gold chain / ostrich feather headdress

Clothing: dress uniform made of silk, with a conspicuous codpiece

②

Short sword

③

Helmet, halberd, pike, Swiss dagger, awl

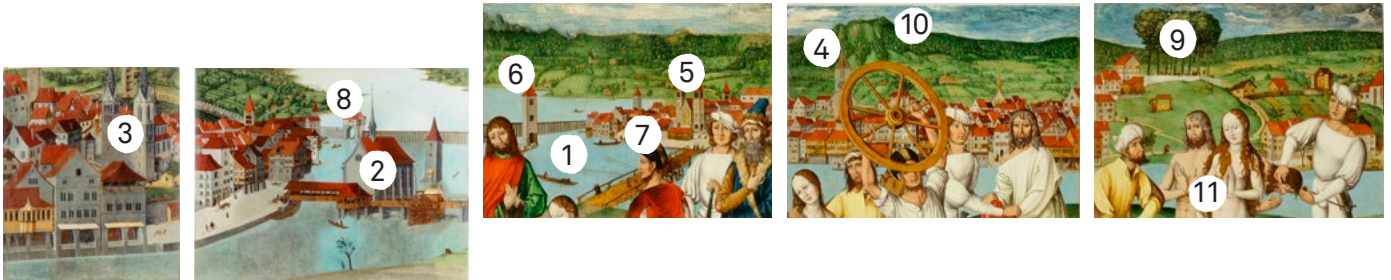
④b

- Travel was arduous and dangerous for all.

- A large train travelled with the soldiers. These civilian companions organised many things: Finding and setting up a place to sleep / Preparing food and drink etc.

- Travelling from and to the theatres of war was especially dangerous for women. Many were raped or subjected to other kinds of suffering.

WS 3: Life in a late medieval city










WS 5: Zuriginal – can you trust your eyes?



- ① Authentic and unaltered in terms of composition, provenance, and original ownership. This is the original condition, i.e. before anything was changed or adapted.

WS 6: A tapestry and its history



- ①
-  Queen Maria Theresa, the king's mother Anne of Austria, and Henrietta of England, Duchess of Orléans, are watching the diplomatic ceremony from the gallery.
 -  The mayor of Zurich and the French king have laid their right hands on the Bible, in order to swear to the renewal of the alliance.
 -  Almost six metres wide and four metres high, the tapestry is adorned by a richly decorated border of flowers and fruit which adds a note of opulent elegance.
 -  The cathedral of Notre-Dame in Paris is adorned with additional tapestries that glorify the deeds of Louis XIV.
 -  The monarch is wearing a hat with ostrich feathers as a sign of his power.
 -  The Cross of the Order of the Holy Spirit and a statue of the Virgin Mary are situated on the main altar.
 -  Johann Heinrich Waser is a representative of the Swiss delegation and mayor of Zurich.
- ② The Sun King and his retinue are opulently dressed and carry themselves with pride. The Cardinal witnesses the alliance between the two parties. The ceremony takes place in the most important cathedral of Paris: the Cathedral of Notre-Dame. High-ranking women are present and witness the ceremony.

WS 7: Alliances between the Swiss and the French



①	Man with red hat	Man with doublet	Group of women at top right
Headdress	Red ostrich feathers	No headdress	Cap
Clothing	Cloak with red border	Simple doublet	White collar, puff sleeves
Shoes	White high-heeled shoes with bow	Brown high-heeled shoes	Not visible
Posture	Proud, upright	Slightly bent	Upright
Residence	France, French court (Versailles)	Swiss Confederacy	France, French court (Versailles)

- ② The tapestry depicts King Louis XIV of France and the Swiss delegates renewing the alliance according to which Switzerland would provide France with mercenaries.

Cardinal Barberini is sitting in the centre in front of the main altar. Louis XIV and the mayor of Zurich, Johann Heinrich Waser, are concluding the alliance. Looking on at top right are the ladies-in-waiting and Queen Marie Thérèse (the wife of Louis XIV), Anne of Austria (the mother of the king), and Henrietta of England.

- ④ Confederates: sturdy, earthy, modest, rustic, stern
The French: courtly, wealthy, elegant, fashionable, glamorous
- ⑥ The Swiss were highly sought all over Europe as fighters and were hired by various rulers. As a result, Swiss mercenaries would come up against their own compatriots in battle. This is sometimes known as fratricidal warfare. A bigger problem, or at least an equally important one, was that of religious denominations: Catholic Confederates in the service of the Catholic king of France fought against reformed Dutchmen, which alarmed the reformed Confederates.

WS 8: Spinning and weaving to survive



- ① "Finding the right amount is important to me. It shouldn't be too much or too little. My corners and angles have been around since 1748."
> **Yardstick**

"I clatter and rattle the whole day long. Anyone who places me in their cellar won't get me out that quickly. I'm not all that pretty myself. But beautiful things can be made with my assistance."
> **Weaving loom**

"I lend an elegant appearance to anyone who puts me on. I am decorated with wonderful red rose tendrils. The poorest created me, the richest wear me."
> **Apron with printed fabric**

"I collect all the patterns, colours and shapes. Anyone who looks at me carefully can find lots of interesting things. Sometimes I'm bristled, sometimes I'm velvety soft. Designers use me for inspiration."
> **Pattern book**

"Just look at us! You can tell our profession from what my wife is holding in her left hand. We work at home in a cottage industry."
> **Graphic print: Ulrich Bräker and his wife**

- ② Around the turn of the 19th century, nine out of ten people in Switzerland lived in rural areas. Three-quarters of the villagers barely scraped a living from agriculture and animal husbandry. These families were dependent on additional income such as their earnings working in a cottage industry.
- ③ The evolution of the spinning machine began in 1764, when an Englishman named James Hargreaves constructed a multi-spindle wooden spinning frame called the “spinning jenny”. The rise of spinning machines in Great Britain plunged the Swiss textile industry into a severe crisis. The market was flooded by cheaper British thread, leaving Switzerland’s 70,000 spinners unable to compete even by dint of working 16-hour days.

WS 9: From agriculture to cottage industry



- ① **Yardstick**
The ell is one of the oldest units of length. Derived from the length of the human forearm, it was mainly used by tailors and measures slightly more than half a metre.

Apron with bib

Woven in Eastern Switzerland and printed in Western Switzerland, aprons like this one were bought by the wealthy bourgeoisie in Switzerland and abroad. “Indienne fabrics” recall the origins of the patterns and of textile printing. The fabrics were very popular.

Weaving loom

Frame with cotton yarn (1800–1900).

Pattern book

Fabric design: Book with pasted-in fabric samples and precise descriptions of the material.

Graphic print: Ulrich Bräker and his wife

In the 18th century, many people made a living from embroidery and weaving. The Bräker family too tried to keep their heads above water as cottage industry workers. Ulrich Bräker’s autobiography earned him widespread fame as the “poor man of Toggenburg”.

③	For the merchants in town	For the cottage industry workers in the countryside
	<p>Cheap, flexible labour.</p> <p>Low risk: When no work was available, he could simply stop supplying his workers.</p> <p>Low initial investments since the workers themselves supplied the workplace and, in many cases, also the equipment.</p> <p>Because the workers were in competition with one another, the business operator could push down prices and play off the workers against one another.</p>	<p>Even if the farm had become too small to support a family, the people could survive thanks to the cottage industry.</p> <p>Cottage industry workers had a fair amount of freedom for managing their time. They could work outdoors when the sun shone and do the weaving when the weather was bad.</p> <p>Cottage industry workers could get their children to help.</p> <p>There was no work commute; a Fergger or haulier supplied and collected materials.</p>

WS 10: Tell me!



- ① Fünfliber (five-franc coin), “Globi und Wilhelm Tell” (Swiss cartoon and book for children), Tell Monument in Altdorf, picture books ...

③	Object	William Tell in the role of ...
1	Hologram (15th c.)	... freedom fighter in victorious pose.
2	Relief sculpture (16th c.)	... archer (apple-shooting scene).
3	Drinking cup (18th c.)	... loving father, turning towards Walter.
4	Statuette, artist's copy of the Tell Monument (19th c.)	... Hero.
5	On the Constitution (19th c.)	... role model (alongside Helvetia and Winkelried).

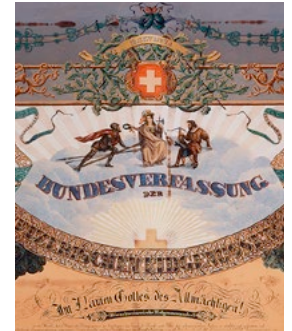
- ④a Brave, upstanding, freedom-loving, courageous, strong-willed

WS 11: Profile of a protean figure



- ②a Brave, upstanding, freedom-loving, courageous, strong-willed

③



- | | | | |
|-----------------------|----------------------|---------------------------|-----------------------------|
| a) Relief sculpture | Drinking cup | Copy of the Tell Monument | Constitution |
| b) 16th c. | 18th c. | 19th c. | 19th c. |
| c) As a wall ornament | As a drinking vessel | As a monument | In politics |
| d) Crossbow archer | Loving father | Freedom fighter | Traditional mountain farmer |

- ③e Wilhelm Tell features in the exhibition “History of Switzerland” not only because his story is one of Switzerland’s most important myths, but because the exhibition curators wish to show how the population treated the myth.

WS 12: The Federal Constitution



- ① Winkelried, Helvetia, Tell, Swiss cross, cantonal coats of arms, lion, flower tendrils, cornucopia with fruit, alpine hut, beehive, lake, mountain landscape, railway, boat, flags, drums, cannon barrels, texts
- ② In 1848, the confederation consisted of 22 cantons. Today it is 26 cantons. Six of them are half-cantons: Obwalden, Nidwalden, Basel-Stadt, Basel-Landschaft, Appenzell Ausserrhoden, and Appenzell Innerrhoden. Jura was the final canton to be added in 1979.
- ③a
- The federal constitution of 1848 introduced the division of powers: executive, legislative, and judiciary.
 - Parliament consists of two chambers. The National Council and the Council of States together form the Federal Assembly.
 - The Council of States represents the cantons. Each canton, regardless of its size, has two seats.
 - Since 1848, the Swiss federation has been governed by a collective. The seven National Councillors decide by majority vote and present their decisions collectively to the outside world.
 - The regions, languages, and religious denominations of Switzerland are represented equally in the government.
 - The highest jurisdiction is the domain of the Federal Court.

The following are additional new regulations not found on the tablet:

- Measurements and currency were unified.
 - The cantons were no longer permitted to conduct foreign policy; this was now a task for the state.
 - Swiss citizens were no longer permitted to serve as mercenaries in foreign armies.
 - Human rights (the right to settle, freedom of the press, freedom of association) were enshrined in the constitution.
 - The army was subject to the federal state.
 - Non-mandatory referenda were introduced.
 - The death penalty was abolished.
 - The legal system was standardised.
 - State and religious matters were separated.
- ③b
- Unconditional freedom of religion and conscience.
 - Free right to settle (already introduced in the partial revision of 1866).
 - Right to marry guaranteed by the federal government.
 - Obligatory education for all, free of charge and supervised by the state (compulsory schooling).
 - Uniform traffic code.
 - Protection for workers and children in factories (specifically regulated by the Factories Law of 1877).
 - Increased military capacity and support for the families of soldiers fallen in battle.

③c **Unconditional freedom of religion and conscience**

One of the main changes brought improvements for the various religious faiths: Reformed and Catholic Christians enjoyed the widest freedom of religion. But the small Jewish minority similarly had to be given the right to practise their faith.

Freedom to settle

Changes were made in response to pressure from France, which, based on human rights principles, insisted on equal treatment for “its own” Jews.

Obligatory education for all, free of charge and supervised by the state (compulsory schooling)

The Swiss confederation introduced compulsory schooling in order to raise the population’s educational levels in the interests of increasing the country’s economic power.

Protection for workers and children in factories

Changes were made in response to pressure from the Radical Democrats: The Swiss Grütli Union and other workers’ associations found a sympathetic ear with bourgeois politicians who sought to promote the family and regeneration (i.e. population growth).

Increased military capacity and support for the families of soldiers fallen in battle

The aim was to increase the population's willingness to do military service and strengthen the country's defensive capacity by providing support for fallen soldiers' dependants.

- ④ At the time, the National Council was liberal. Today it is made up of various parties according to the "magic formula" with a distribution ratio of 2/2/2/1. The three parties with the most votes receive two seats each, while the party with the fourth-largest number of votes receives one seat.

At the time, only men could sit on the National Council. Today, it consists of men and women.

WS 14: Between everyday life and activism



A: Women's right to vote

- ③
- Book: *Frauen im Laufgitter*, 1958: An analysis of the situation of women in Switzerland and demands for equality.
 - Whistle, 1969: noisy protests.
 - Ballot box from Unterbäch, 1957: At the time, it was illegal for women to vote. Nevertheless, 33 of the 106 eligible women capable of voting were brave enough to go to the polls.
 - Skirt and blouse, 1984: Elisabeth Kopp wore this outfit for her swearing-in as Switzerland's first female member of the National Council.
 - Banner of the Swiss women's movement, 1968: the movement criticised male dominance, battled sexism, and campaigned for free spaces for women.
 - *The Rebels*, painting by Mario Comensoli, 1968: the two women in the picture are rebelling against traditional role models. At their feet, a man with long hair completes the image of the role reversal.

B: Foreign workers

- ③
- Foreigner's identification document A (residence permit for seasonal workers), 1950–1960: Residence permits for foreign workers in Switzerland were limited to nine months per year.
 - Referendum poster for the initiative against superalienation, 1970: In the late 1960s, nationalist groups fomented the fear of cultural commingling and overpopulation.
 - Reading worker, 1958: typical worker's clothing on construction sites, where many Italians found employment. The artist depicts workers as cultured people. Max Frisch: "We called for workers and what we got was people."

C: Youth culture

- ③
- Circular shield and rubber truncheon from the time of the "Globus" riots, 1960–1970: police equipment used against demonstrating teenagers. They wanted to have a place where they could meet and hang out.
 - Miniskirt, 1960: the miniskirt flouted women's dress codes according to which their knees should be covered.
 - Stereo, 1961: the youth movement centred substantially around controversial music. Portable record players and recording devices were in demand.
 - Contraceptive pill, 1964: young women wanted to make autonomous decisions about their bodies and their sexuality. "The pill" was a prescription medication which, for a long time, was difficult for unmarried women to obtain.
 - Electric guitar, 1963: the electric guitar provided the soundtrack for the emotional escape from post-war constraints.
 - Jukebox, 1959: in the 1950s, the jukebox brought the American lifestyle to Swiss pub culture.
 - Leaflet by the anti-authoritarian movement, 1968: the music of Jimi Hendrix inspired young people. His appearance at the "Monster Concert" in the Hallenstadion in May 1968 was exploited by the Neue Linke movement for political purposes.

D: The ecology movement

- ③
 - Courier's bicycle, 1990: bicycle couriers were the ecological solution to traffic jams and smog alarms in cities.
 - Freitag bag, 1993: Environmental protection became a business model in the 1990s. The Freitag brothers combined ecological awareness with innovative design, making their bags out of lorry tarpaulins.
 - Three-wheeled solarmobile, 1984: an ecological pioneer built a solarmobile to help solar power make its breakthrough as an alternative energy source.
 - Mock-up of a barrel with radioactivity warning, 1986: used by Greenpeace in a campaign against the careless dumping of nuclear waste.
 - WWF teddy bear, 1970: animal and environmental protection gained new followers thanks to the youth movement.
 - Anti-nuclear power flag, 2018: since 1975, the anti-nuclear power movement has proclaimed the words "No thanks" on its banners and promoted solar energy instead.
 - Jute bag, 1976: the slogan "jute, not plastic" was coined in the early days of the Swiss ecology movement.

E: Economic miracle

- ③
 - Logos of Coop and Migros, 1980–1990: in the course of the economic boom, the two companies grew to become Switzerland's largest retailers.
 - Sinalco product poster, 1972: advertising turned products into prophecies and promoted consumerism. The pop art-style Sinalco poster held out the promise of ebullient youthfulness.
 - Money boxes, 1965–1990: the number of Swiss banks almost doubled between 1960 and 1990. The "Kässeli" taught children about saving money.

WS 15: Switzerland and its role in conflicts



Group A: World War I

- ②a
 - When World War I broke out, Switzerland mobilised 200,000 soldiers to protect the country's borders.
 - Switzerland's neutrality was internationally recognised.
 - The National Council wanted better control of immigration and immigrants, and thus established the Aliens Police in 1917.
 - During World War I, Switzerland took in approximately 26,000 refugees, mostly conscientious objectors, and 12,000 wounded prisoners of war.
 - Soldiers received no compensation for loss of civilian earnings. This, together with food shortages during World War I, resulted in social tension. A countrywide strike was called in November 1918, placing the 48-hour work week, old-age pensions, and women's suffrage on the political agenda of 20th-century Switzerland.
- ②b
 - Dealing with migration – the Aliens Police.
 - Supporting the population. Soldiers received no compensation for loss of civilian earnings – the Swiss Red Cross raised money for sick and wounded soldiers.
 - Preserving neutrality – diplomacy.
- ②c
 - Mobilisation: Steel helmet, uniform of General Wille, rapid-fire artillery.
 - Repatriating refugees: Red Cross flag, typewriter used by the Aliens Police, postcard showing "Switzerland as an island of peace and its good offices".
 - ... and many more.

Group B: World War II

- 2a
- The National Council declared Switzerland a neutral country. Its neutrality was internationally acknowledged.
 - In September 1939, over 700,000 Swiss enlisted for military service. The constant readiness and daily drilling wore the servicemen down.
 - During World War II, Switzerland's refugee policies were restrictive at times. 51,000 civilian refugees entered the country, 21,000 of whom were Jews. Several thousand Jews were among the 25,000 refugees who were turned away.
 - Switzerland interned 104,000 soldiers who had to build roads or work in agriculture.
 - The St Gotthard mountain fortress gained significance in connection with the Swiss National Redoubt plan during World War II, whereby the Alps were to be turned into a massive fortress as a military deterrent.
 - Until the autumn of 1944, Swiss companies exported weapons, ammunition, and detonators to both sides of the war.
- 2b
- Supporting the population – rationing coupons.
 - Preserving neutrality – diplomacy and safeguarding economic interest.
 - Accepting and rejecting Jewish refugees – borders officially opened after the end of the war.
 - Help in France for children maimed in war – Swiss Red Cross / “Wochenbatzen”.
- 2c
- Policy on refugees: postcard depicting “Helvetia leading refugees”.
 - Refugee home in France: series of photos on a children's home run by the Swiss Red Cross.

Group C: Cold War

- 2a
- Switzerland did not join the United Nations Organisation at its founding in 1945. In order to avoid becoming isolated, the Federal Council decided to engage in international cooperation. Swiss diplomats repeatedly strove to maintain diplomatic relations between enemy countries. The country participated in neutral committees charged with monitoring adherence to agreements.
 - Political neutrality was in no way equivalent to a neutral attitude. The overwhelming majority of the population sympathised with the west, while many people feared the expansionist policies of the USSR. As a result, even in Switzerland communists were often socially ostracised and kept under state surveillance. Additionally, hundreds of thousands of Swiss were monitored by the state police.
 - Between 1958 and 1969, the Federal Council considered making Switzerland a nuclear power. Parliament voted in favour of acquiring fighter planes capable of deploying nuclear weapons. Civil defence facilities were constructed and bunkers were renewed to counter the effects of a nuclear attack.
- 2b
- Switzerland wanted to be neutral, but not isolated – so it made itself available as a protecting power.
 - Treatment of various people and their communist ideology – control/denunciation.
 - Upgrading military equipment – acquisition of fighter planes capable of deploying nuclear weapons.
 - Fear of a nuclear strike – construction of civil defence facilities and bunkers.
- 2c
- Surveillance of the enemy at home: typewriter from a Swiss customs office (1950), military caps (1949–1995).
 - Admitting refugees: Drawing of a group of refugees, uniform of a Red Cross worker (decree of 1952).

WS 19: Providing a stage – the work of a scenographer



- | | | |
|---|------------------------------|--|
| ① | Curators | Play an advisory role during object installation, test media stations, prepare educational materials |
| | Scenographer | Exhibition designer |
| | Exhibition construction team | Planning, install exhibition architecture, coordinate workers |
| | Object installation team | Handle objects, prepare object installation, protect objects |
| | Object logistics | Coordination, delivery, transport, and assistance with installation |
| | Loans department | Conclude loan contracts, take out insurance |
| ② | Colour | One colour per century to aid orientation |
| | Visitor guidance | Chronological tables and chronology to aid orientation |
| | Red lightning bolt | Landmarks in European history: incisive breaks or fundamental renewal |