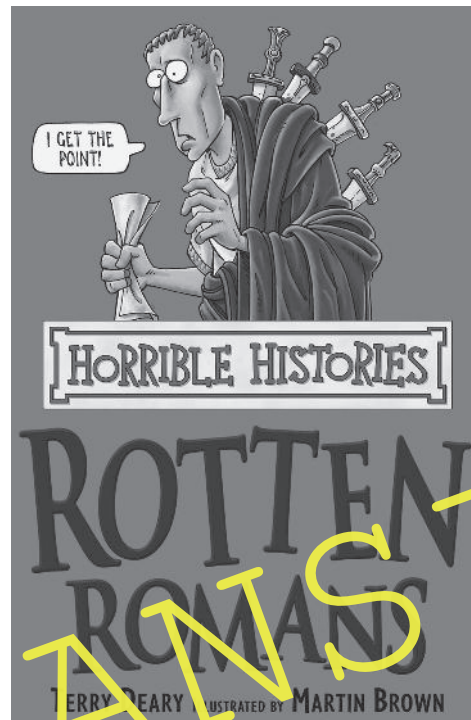# Making History Lessons Less Horrible – Teaching "Horrible Histories".
Möglichkeiten des Einsatzes der britischen Comedy-Serie im Geschichtsunterricht (S II)

Katrin Kremer, Hückeswagen

Model for the children's TV series are the books of Terry Deary, illustrated by Martin Brown

Horrible Histories – das ist die Geschichte von Tod und Verderben, Mord, Pest und Cholera, von skurrilen Ereignissen und amüsanten Anekdoten. Basierend auf den in England sehr erfolgreichen Büchern von Terry Deary zeigt die Serie in kurzen Sketchen wichtige Momente der Weltgeschichte. Dabei wird Wert gelegt auf historische Präzision und großen – fast respektlosen – Spaß zugleich.

Ziel dieser Reihe ist es, Möglichkeiten aufzuzeigen, dieses kurzweilige und für die Schülerinnen und Schüler sehr motivierende Material im Unterricht einzusetzen und die Aufbereitung der historischen Ereignisse zu reflektieren.

Klassenstufe: SEK II

Dauer: 1 Unterrichtsstunde & weitere Einzelsequenzen

Bereich: Methoden, Französische Revolution, Industrialisierung, soziale Frage, britischer Imperialismus, Auslöser des Ersten Weltkriegs, Appeasement-Politik

Kompetenzen:

– allgemeine Zielsetzung der *Horrible Histories* nennen
– Sketchen historische Informationen entnehmen
– die Aufbereitung historischer Ereignisse in einer Comedy-Serie reflektieren

Welche Art der sprachlichen Vorentlastung ist nötig?

Da es sich lediglich um Sketche und Animationen handelt, ist ein explizierter Analysewortschatz nicht notwendig. Vokabelhilfen befinden sich auf den Arbeitsblättern. Teilweise werden **Übungen zur Wortschatzarbeit** als *pre-viewing activity* durchgeführt. Zum besseren Verständnis kann es je nach Lerngruppe sinnvoll sein, die Sketche mit Untertiteln zu zeigen.

Medienhinweise

DVD

Horrible Histories, Series 1–5, 2010–2013.

Die DVDs zur Reihe, einzeln oder auch als Box erhältlich. Eine Anschaffung ist durchaus lohnenswert, nicht nur für die eigene Unterhaltung, sondern auch für den Einsatz in der Sek I bzw. im Englischunterricht.

Internetseiten

http://horrible-histories.co.uk/

Offizielle Webseite der Reihe.

Materialübersicht

Information und universell einsetzbares Material

M 1	(Tx)	Leo Hickman: How "Horrible Histories" became a huge hit
M 2	(Ab)	Is "Horrible Histories" good history? – General considerations

Material für die Unterrichtsstunden

M 3	(Ab)	Fabulous French – Historical Wife Swap
M 4	(Ab)	Vile Victorians – Work, Terrible Work
M 5	(Ab)	Vile Victorians – Victorian Undercover Proprietor
M 6	(Ab)	Vile Victorians – British Empire Report
M 7	(Ab)	Frightful First World War – Causes of WWI
M 8	(Ab)	Woeful Second World War – Chamberlain and the European peace settlement

Ab: Arbeitsblatt – **Tx:** Text

M 4   Vile Victorians – Work, Terrible Work

Watch this "Horrible Histories" song to see what child labour in Victorian Britain was like.

Pre-viewing task: Match the following words with their definitions.

chimney • grid • pitiful • pin • to get sacked • unsatisfactory • gage • spokes • demeaning

1. _____ : deserving or causing feelings of pity or sympathy

2. _____ : to be fired from ones place of employment

3. _____ : part of a building through which smoke rises into the outside air

4. _____ : the bars[1] that connect the centre of a wheel to the rim

5. _____ : network of electrical wires that supplies electricity to a large area

6. _____ : lowering in character, status, or reputation

7. _____ : an instrument that is used for measuring something

8. _____ : not good enough

9. _____ : a thin piece of metal with a round head at one end and a pointed end at the other
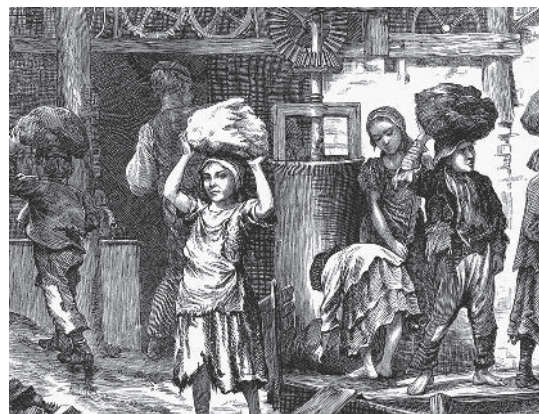
While-viewing tasks:

1. Give examples of jobs children in Victorian Britain had to do.

2. Explain what made these jobs so hard and dangerous.

3. List things the children were not allowed to do at work.

4. Write down what many children did once they had lost their jobs.

Post-viewing task: Whom does the sketch blame for the terrible conditions the children had to work in? Think of other people or groups of people who could/should have done something to improve their situation.

Child workers in a British brickyard (c. 1871)

©Thinkstock/Photos.com

Annotation

1 **bar:** Stab, Stange

M 5 Vile Victorians – Victorian Undercover Proprietor

Watch this episode of Victorian Undercover Proprietor to find out why some Victorian factory owners wanted to improve the lives of their workers.

Pre-viewing task: Match the following words with their definitions.

appalling • proprietor • to disguise so. as sth. • lavatory • humble • disgusting • fluff • daft • hardships

1. _____ : a room with a toilet and sink[1]

2. _____ : small balls or pieces of thread[2], fibre, or dust

3. _____ : not thinking of yourself as better than other people

4. _____ : strange often in a way that is funny

5. _____ : very bad in a way that causes fear, shock, or disgust

6. _____ : things that cause pain, suffering, or loss

7. _____ : to change the usual appearance of someone so that people
                                will not recognise that person

8. _____ : so unpleasant to see, smell, taste etc., that you feel sick

9. _____ : a person who owns a business or property

While-viewing task: Answer the questions.

1. What is it like to work in Salt's factory?
2. What is Salt looking for in vain at his "coworker's" house?
3. What is Salt's new village supposed to be like?
4. Why does Salt want to build it?

Post-viewing task: Think of more reasons why building a new village might also pay off for Sir Titus and other factory owners.

Town and factory of Saltaire in Yorkshire, founded by Sir Titus Salt in 1851

©Thinkstock/Photos.com

Annotations

1 **sink:** Waschbecken – 2 **thread:** Faden

M 8 Woeful Second World War – Chamberlain and the European peace settlement

Does Chamberlain get only praise for his appeasement policy? Find out!

Pre-viewing task: Match the following words with their definitions.

moustache • dishonour • to avert • to budge up • canny • to be involved

1. _____ : to prevent (sth. negative) from happening

2. _____ : hair growing on a man's upper lip

3. _____ : actively participating in sth.

4. _____ : damage to your reputation and loss of respect from other people

5. _____ : very clever and able to make intelligent decisions

6. _____ : to move so that there is space for someone else

The face of appeasement policy: Neville Chamberlain

© Thinkstock/Photos.com

While-viewing task: Are the statements right or wrong? Tick the correct box.

	right	wrong
1. Chamberlain has just come back from Paris.	☐	☐
2. Churchill wants to congratulate him.	☐	☐
3. Hitler says nobody wants another world war.	☐	☐
4. Italy has formed an alliance with France.	☐	☐
5. Russia is not getting involved.	☐	☐
6. Hitler has invaded Poland.	☐	☐
7. Chamberlain declares war.	☐	☐
8. Churchill becomes President.	☐	☐

Post-viewing task: Put these events into the correct order and match them with the dates. There are more dates than you need.

_____ : Nazi-Soviet Pact

_____ : Munich Agreement

_____ : Pact of steel between Italy and Germany

_____ : *Anschluss* of Austria

_____ : Nazi-Germany takes over the Sudetenland

_____ : Hitler invades Czechoslovakia

_____ : Hitler invades Poland – Britain and France declare war on Germany

11–13 March 1938

29 September 1938

30 September 1938

30 January 1939

15 March 1939

22 May 1939

7 July 1939

23 August 1939

1 September 1939