

The Ultimate History Quiz Challenge. Zentrale Inhalte spielerisch wiederholen (S II)

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Hinweise zur Durchführung

Vorbereitung

- Antwortkarten (M 2) und Quizkarten (M 3–M 7) kopieren, ggf. laminieren und ausschneiden
- Spielfiguren bereitstellen (z. B. Münzen)
- Spielregeln (M 1) und Lösungen (M 8) kopieren
- Lerngruppe in Viererteams einteilen, jeder Gruppe einen Satz Spielmaterialien zur Verfügung stellen
- Spielregeln selbstständig oder in Gruppen lesen lassen, ggf. gemeinsam besprechen

Differenzierung

- Je nach Jahrgangsstufe bzw. für Leistungsstärke der Lerngruppe eine zeitliche Obergrenze von 30, 20 oder 15 Sekunden für jede Antwort festlegen.



Wer kennt das nicht: Schon zentrale Unterrichtsinhalte wiederholt werden, hält sich das Interesse der Lernenden oftmals über überschaubaren Grenzen. Mit diesem Unterrichtsvorschlag, der sich an die beliebte App „Quizduell“ anlehnt, vertigen die Schülerinnen und Schüler den Lernstoff, indem sie wichtige historische Sachverhalte auf spielerische Weise wiederholen und festigen.

Klassenstufe: 11–13

Dauer: max. 1 Schulstunde oder regelmäßig kurze Spieleinheiten (z. B. als *warm-up activity*)

Bereich: Geschichte des römischen Reiches und dessen Ausweitung, Geschichte vom Mittelalter bis zum 20. Jahrhundert

Kompetenzen: Historische Sachverhalte wiederholen und festigen

M 1 The Ultimate Quiz Challenge – rules sheet



Things to prepare

- Get into groups of four.
- Each player needs a **coin**. It is used for the answer card.
- Everyone takes an **answer card** and puts it in front of him/her.
- Shuffle all the **question cards**. Place them face down in a stack on the game board.
- You will need a **stopwatch**. Ask your teacher if you can use your smartphone.
- You will need a **list of all the players** where you note down points received by each player.

How to play

1. The youngest player is the quizmaster for the first round. She takes the first quiz card from the stack.
2. Then, the quizmaster reads out the question with all possible answers and places the card in the middle so that everybody in the group can see it clearly.
3. Now the countdown starts. The players have 30 seconds to choose the right answer (A, B, C or D) by placing the coin on their answer card. Players should be careful that nobody sees their answer.
4. As soon as the countdown is over, the quizmaster checks who is right by comparing with the answer.
5. The players who have answered correctly get one point which is noted on the list of players.
6. In the second round, the next pupil in a clockwise direction becomes the quizmaster. The game continues in the same way.

The end of the game

The pupil who received most points on the list wins the game.

Make your own

Do you have a lot more quiz questions in mind? Continue the game with your own ideas. You can use your English books or the Internet to find more interesting questions. Be creative and have fun!

M 3 Category 1: Imperium Romanum



1.1 Imperium Romanum: How long did the Roman Empire last?

- (a) 500 years: 27 BC–AD 476.
- (b) The life span of Julius Caesar: 100 BC–44 BC.
- (c) The classic age was dominated by the Greeks and Romans: 2000 BC–AD 500.
- (d) From the birth of the Roman Republic (500 BC) to the conversion of Constantine the Great to Christianity (AD 300).



1.2 Imperium Romanum: Why was Caesar murdered?

- (a) He was stabbed to death in the senate by a group of men who viewed him as an ambitious tyrant and a threat to the Roman Republic.
- (b) He was killed as people thought he was a demagogue.
- (c) He died because he lost the war against the Germanic tribes.
- (d) He had defeated his former co-ruler General Pompey and his reforms, such as the Julian calendar, aroused much opposition.



1.3 Imperium Romanum: How was Rome able to conquer Greece?

- (a) The Greek city states had no military or political power but they flourished under Roman rule.
- (b) The Romans were spreading Greek ideas, art and religion throughout their empire, giving rise to Hellenistic-Roman culture inherited by modern Western societies.
- (c) After Alexander the Great died (323 BC), associations of Greek cities fought against each other and Rome, expanding to the East, conquered Greece in 146 BC, dividing the country into provinces.
- (d) The Roman armies were successful in the Punic Wars and captured Greece as a consequence.

M 4 Category 2: The Middle Ages**2.1 The Middle Ages:
What were the Dark Ages and how did they get their name?**

- (a) This period in history was shadowed by poverty, ignorance and bad government and considered a cruel time.
- (b) The term "Dark Ages" refers to a period in European history (from about 500 to 1485) which was thought to be a time of decline by Greek philosophers.
- (c) They refer to the Middle Ages (800–1485) and were marked by the turmoil of wars and social upheaval.
- (d) The term was coined by 17th century historians as these times were considered as a barbaric interruption of a tradition beginning in ancient Greece and continuing through the European Renaissance.

**2.2 The Middle Ages:
When did Feudalism start and where did it spread from its origins?**

- (a) Feudalism took hold in Europe in the 1100s and spread into England, Spain and other parts of the Christian world.
- (b) Feudalism started in Asia and is still alive in underdeveloped countries.
- (c) Feudalism, a legacy from the Middle Ages, ended with the Industrial Revolution.
- (d) In some dictatorships, feudalism was reinvented but its origins lie in Asia.

**2.3 The Middle Ages:
Why did Charlemagne become so well known?**

- (a) Because of his great accomplishments such as uniting Europe, which had been in decline since the fall of the West Roman Empire (AD 476).
- (b) Because of his accomplishments but also because of his advisor Einhard (770–840) who documented them in his biography "Vita Caroli Magni".
- (c) He laid the foundations of the Holy Roman Empire.
- (d) He was crowned in Aachen by Pope Leo III in 800.

M 5 Category 3: The Enlightenment and the French Revolution



3.1 The Enlightenment and the French Revolution: What does the Enlightenment mean and what did it trigger off?

- (a) It started the Industrial Revolution by inventions and supported technical progress.
- (b) It postulated a universal truth and a nature being well ordered and accessible to human understanding.
- (c) It was the time when superstition and ignorance were attacked and social issues came to the fore.
- (d) Also referred to as "The Age of Reason," it was a period when European philosophers underlined the use of reason as the best method for learning the truth, fanning the fires of the American and French revolutions.



3.2 The Enlightenment and the French Revolution: What are Galileo's contributions to science and mathematics?

- (a) Galileo Galilei (Italian, 1564–1642) is credited with establishing the modern method of experimentation.
- (b) Galileo advocated the Copernican system of the universe, proposing that the earth revolves around the sun (1613).
- (c) Prior to Galileo, scientific method was only based on hypotheses and speculation.
- (d) Galileo was accused by the Roman Catholic Church of violating the Ptolemaic system that the earth was the centre of the universe, was put on trial for heresy and found guilty.



3.3 The Enlightenment and the French Revolution: How did the Thirty Years' War help establish Protestantism in Europe?

- (a) The kings of Denmark, Sweden and France entered into the conflict with the Holy Roman Empire for control of German land.
- (b) The principle "*cuius regio, eius religio*" led to the split of German regions and resulted in a patchwork of different religions.
- (c) As a series of related conflicts, the war in Europe originated in hostilities between German Catholics and Protestants and killed almost one third of the entire population.
- (d) At the end of the war (1648), the peace conference in Westphalia gave Lutherans the same due as Catholics and Calvinists.

M 7 Category 5: Hotbeds of international conflicts in the 20th century



5.1 Hotbeds of international conflicts in the 20th century: What was the "Scramble for Africa" about?

- (a) Colonies were a source of cheap raw materials but by 1870 most of the world had already been colonised by European powers with Africa being left out for the lack of reliable maps.
- (b) The race between European powers to establish new colonies led to the whole of Africa being taken over, with Britain and France taking the biggest share.
- (c) The only way the united Germany could carve out an empire for themselves was by competing with Britain and France in Africa.
- (d) As Bismarck wanted to stay friendly with Britain he did not compete for overseas colonies.



5.2 Hotbeds of international conflicts in the 19th century: How did the naval arms race between Britain and Germany poison both countries' relationships?

- (a) In 1897, the German Kaiser Wilhelm II ordered the building of a huge navy, abandoning Bismarck's cautious foreign policy and triggering a race between powerful battleships called Dreadnoughts.
- (b) Growing tensions in Europe divided the two formerly friendly nations and the German industry began to out-produce Britain threatening their naval supremacy.
- (c) Germany widened the Kiel Canal so that her navy could have quick access to the North Sea and Britain followed suit by building Dreadnoughts.
- (d) British security in Europe had relied on having the biggest navy in the world but the German Kaiser wanted to get the upper hand in the competition for colonies.



5.3 Hotbeds of international conflicts in the 20th century: What were the short-term causes of WW I?

- (a) Major European powers were bound by opposing alliances and had to comply with their commitments.
- (b) The Balkan wars and nationalist uprisings triggered the all-out European war.
- (c) All European nations abandoned diplomatic means to decrease tensions and faltered in the big crisis, called "Sleepwalkers" by the Australian historian Christopher Clark.
- (d) Tensions in Europe were increased by national unrest in the Balkans, with two wars exacerbating the situation and a Serbian nationalist assassinating the heir to the Austrian throne in Sarajevo (June 1914). Germany sided with Austria-Hungary and set off a chain reaction.

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