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Auszug aus:

Rack your brain! Geschichte bilingual

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Rack your brain! Historische Begriffe spielerisch wiederholen – auf drei Niveaus (KJ, 7-10)

Charlotte Kallner, Stuttgart; nach Ideen von Dorothea Buschmann

Hinweise zur Durchführung

Vorbereitung

- Eine Spielfigur pro Person bereitzustellen (z. B. bunte Ständchenmännchen oder verschiedene Münzen)
- **Karten (IM 2)** auf Karten kopieren und laminieren, ein Set Karten pro Gruppe (maximal 4 Spieler) bereithalten
- **Regelblatt (IM 1)** und ggf. **Spielfeld (IM 3)** kopieren und laminieren
- **Spieleregeln** gemeinsam besprechen, ggf. ein **Beispiel** vorspielen

Differenzierung

- Das Spiel an sich ist bereits differenzierbar: Jeder Schüler kann während des Spiels sein Niveau selbst festlegen, sodass innerhalb einer Gruppe auf drei verschiedenen Niveaus gespielt werden kann.
- Kleingruppen mit homogenem Lernstand bilden, die auf „ihrem Level“ spielen
- Mehr Chancengleichheit und Barrierefreiheit: Ein Spieler darf bei nötiger Assistenz grundsätzlich ein Feld weiterücken, unabhängig vom Level.

Varianten

- Spiel im Plenum spielen, hierzu **Spielfeld (IM 3)** projizieren
- Karten mithilfe der **Blanko-Vorlage (IM 4)** selbst erstellen lassen

Historische Begriffe anhand einer Definition erlernen? Das geht auch auf Englisch! Die Schüler:innen und Schüler:innen die Wahl zwischen Begriffen vom Mittelalter bis zum 19. Jahrhundert, jeweils auf drei Niveaus. In jeder Runde kann ein Spieler ein Schlüsselwort (das die zu erlernenden Begriffe neu bestimmt) und kann mehr oder weniger erhellend erläutern. Ideal für Vertiefungsstunden!

Klassenstufe: 7-10

Beispiel: Geschichte vom Mittelalter bis zum Ende des 19. Jahrhunderts (Fall der Berliner Mauer)

Konzeptziele:

- Wichtige historische Begriffe auf Englisch kennen
- Worterklärungen in der Zielsprache erschließen
- sprachliche Fähigkeiten selbst erschließen
- sich über Regeln und Spielverlauf in der Zielsprache verständigen

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Rack your brain! Historische Begriffe spielerisch wiederholen – auf drei Niveaus (Kl. 7–10)

Charlotte Kellner, Stuttgart; nach Ideen von Dorothea Buschmann

Hinweise zur Durchführung

Vorbereitung

- Eine Spielfigur pro Person bereitstellen (z. B. bunte Büroklammern oder verschiedene Münzen)
- **Karten (M 3)** auf Karton kopieren und laminieren, ein Set Karten pro Gruppe (maximal 6 Spieler) bereithalten
- **Regelblatt (M 1)** und ggf. **Spielfeld (M 2)** kopieren und laminieren
- **Spielregeln** gemeinsam besprechen, ggf. ein **Beispiel** vorspielen



Wie lautet der gesuchte Begriff?

Differenzierung

- Das Spiel an sich ist bereits differenziert: Jeder Schüler kann während des Spiels sein Niveau selbst festlegen, sodass innerhalb einer Gruppe auf drei verschiedenen Niveaus gespielt werden kann.
- Kleingruppen mit homogenem Lernstand bilden, die auf „ihrem Level“ spielen
- Mehr Chancengleichheit und Binnendifferenzierung: Ein Spieler darf bei richtiger Antwort grundsätzlich ein Feld weiterrücken, unabhängig vom Level.

Varianten

- Spiel im Plenum spielen, hierzu **Spielfeld (M 2)** projizieren
- Karten mithilfe der **Blanko-Vorlage (M 4)** selbst erstellen lassen

Historische Begriffe anhand einer Definition erraten!? Das geht auch auf Englisch! Die Schülerinnen und Schüler haben die Wahl zwischen Begriffen vom Mittelalter bis zum Mauerfall, jeweils auf drei Niveaus. In jeder Runde kann ein Spieler den Schwierigkeitsgrad des zu erratenden Begriffs neu bestimmen und somit mehr oder weniger risikofreudig operieren. Ideal für Vertretungsstunden!

Klassenstufe: 7–10

Bereich: Geschichte vom Mittelalter bis zum Ende des 20. Jahrhunderts (Fall der Berliner Mauer)

Kompetenzen:

- wichtige historische Begriffe auf Englisch kennen
- Worterklärungen in der Zielsprache verstehen
- sprachliche Fähigkeiten selbst einschätzen
- sich über Regeln und Spielverlauf in der Zielsprache verständigen

M 1 Rack your brain – Rule sheet

You need ...

- Groups of 5–6 players
- 1 quizmaster who reads out the explanations¹
- 1 token² for every player
- 1 game board
- 1 set of cards per group

Rules of the game

- The quizmaster picks a card and reads out the three explanations to the first player.
- The player can choose between three levels: **Level 1 (*)** is the easiest, **level 2 (**)** is a bit more difficult and **level 3 (***)** the most difficult one. With every new move you can pick your level again.
- → **Correct answer:** Move your token **one field** forward for **level 1**, **two fields** for **level 2** and **three fields** for **level 3**. Then it is the next player's turn.
- → **Wrong answer:** You can make **two mistakes**. If you still do not know the answer, stay where you are. Now it is the next player's turn.
- The **winner** is the player who reaches "**Finish**" first.

Place taken!: When you arrive on a field that is occupied³, the quizmaster gives an explanation for a new word of his/her choice to both players. If you give the correct answer first, you can stay on the field with the other player. If you do not, go back to where you came from.

Another one! (+1): You can ask for another word which will give you a chance of moving further on.

Challenge (CH)!: You have the right to challenge⁴ the most advanced⁵ player. Each of you has to answer all three questions on one card. If you have more correct answers, you swap places with him or her. If the other player has more correct answers, both of you stay where you are.



Annotations: 1 **explanation:** die Erklärung – 2 **token:** die Spielfigur – 3 **occupied:** besetzt – 4 **to challenge:** herausfordern – 5 **the most advanced:** hier: der am weitesten vorgerückte ...

Useful expressions

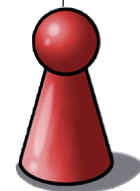
... for the quizmaster

- Tom, it's your turn now.
- Which level would you like?
- How about trying level 3 for a change?
- No, I'm afraid that was wrong/not correct.
- Try again.
- Are you sure?
- You've got one more chance.
- Next player, please!
- Lisa, I'm afraid you have to move back again.



... for the players

- Give me a word from level 2, please.
- Could you read that again, please?
- I didn't get the last word.
- Let me think again.
- That's a hard one./That's tricky.
- That's obvious!
- I'd like to have another question, please.
- Marc, I would like to challenge you.



M 2 Rack your brain – board



M 3 Rack your brain – cards



<p>★ A period of European history from about 500 to about 1500. The beginning is often called the “Dark Ages”.</p> <p style="text-align: center;">Middle Ages</p>	<p>★ This Polish astronomer (1473–1543) discovered that the earth and the other planets rotate around the sun.</p> <p style="text-align: center;">Nicolaus Copernicus</p>
<p>★ War-pilgrimages to different places in the Holy Land with the aim of conquering the holy places there. Many knights wore a red cross to show that they were fighting for Christ.</p> <p style="text-align: center;">Crusades</p>	<p>★ An Italian astronomer (1564–1641): He invented the thermometer. The Church considered him a heretic and forced him to live under house arrest.</p> <p style="text-align: center;">Galileo Galilei</p>
<p>★ Status of many peasants under feudalism. They were required to work for the lord who owned the land they occupied. In return, they were entitled to protection.</p> <p style="text-align: center;">serfdom</p>	<p>★ In this theory, the sun is the centre of the solar system and the earth and other planets move around it.</p> <p style="text-align: center;">heliocentric system/world view</p>



<p>★ an important Italian city where many artists, scientists and merchants lived</p> <p style="text-align: center;">Florence</p>	<p>★ This explosive material was discovered when people were looking for gold in Tuscany.</p> <p style="text-align: center;">gunpowder</p>
<p>★ an Italian sculptor, painter, architect and poet famous for his paintings in the Sistine Chapel</p> <p style="text-align: center;">Michelangelo</p>	<p>★ A period of time from the 15th to 16th century in Europe. The word means “rebirth” of education, science, art, literature and music under the influence of classical models.</p> <p style="text-align: center;">Renaissance</p>
<p>★ He built the first pocket watch.</p> <p style="text-align: center;">Peter Henlein</p>	<p>★ He built the very first machine to add and subtract numbers.</p> <p style="text-align: center;">Blaise Pascal</p>





<p>★ a well-known portrait painting by da Vinci showing a woman</p> <p>Mona Lisa</p>	<p>★ 1400–1468: inventor of the printing press from Mainz, Germany</p> <p>Johannes Gutenberg</p>
<p>★ when scientists open human bodies in order to find out more about them and how their parts are arranged</p> <p>anatomy/anatomical studies</p>	<p>★ a machine invented in 1450 that prints books, newspapers and so on using movable metal types</p> <p>printing press</p>
<p>★ 1452–1519: He was considered the perfect Renaissance Man and a genius. He was an expert at painting, sculpture, science, architecture and anatomy.</p> <p>Leonardo da Vinci</p>	<p>★ the first major book printed with the printing press in Europe</p> <p>the Gutenberg Bible</p>



<p>★ a banking and mercantile family from Augsburg that dominated European business and influenced politics during the 15th and 16th centuries</p> <p>Fugger family</p>	<p>★ 1451–1506: An Italian explorer: Under the Spanish crown he was looking for a new trading route to the East Indies, instead he discovered America.</p> <p>Christopher Columbus</p>
<p>★ This family ruled the city of Florence. They were wealthy bankers and merchants who had a major influence on the growth of the Italian Renaissance.</p> <p>Medici family</p>	<p>★ 1460–1524: A Portuguese explorer. He was the first European who reached India by sea.</p> <p>Vasco da Gama</p>
<p>★ a powerful commercial confederation of merchant guilds and market towns in Northeastern and Central Europe that existed from around 1100 and declined after 1450</p> <p>Hanseatic League</p>	<p>★ 1480–1521: A Portuguese explorer. He led the first expedition to sail all the way around the world.</p> <p>Ferdinand Magellan</p>





<p>★ a person sent on a religious mission, especially to promote Christianity in a foreign country</p> <p style="text-align: center;">missionary</p>	<p>★ an important crop that is indigenous in America and was introduced to Europe in the 16th century by Spanish explorers</p> <p style="text-align: center;">potato</p>
<p>★ 1485–1547: A Spanish coloniser. He led an expedition to Mexico causing the fall of the Aztec Empire.</p> <p>★</p> <p style="text-align: center;">Hernan Cortés</p>	<p>★ A people which had its political centre in Peru and arose in the 13th century. Their empire was the largest empire in America before the time of Columbus's discovery.</p> <p>★</p> <p style="text-align: center;">Incas</p>
<p>★ A trade that connected Europe, Africa and America. European merchants</p> <p>★ shipped goods to Africa, bought slaves</p> <p>★ there, took them to America and bought different goods there.</p> <p style="text-align: center;">Triangular trade</p>	<p>★ A people in Central Mexico. Their empire ruled large parts of Mexico from 1428</p> <p>★ until the Spanish conquerors under</p> <p>★ Cortés defeated them in 1521.</p> <p style="text-align: center;">Aztecs</p>



<p>★ The Catholic Church told the people that their time in purgatory after death would become shorter if they bought these. In reality, the Church needed the money.</p> <p style="text-align: center;">letters of indulgence</p>	<p>★ a detailed list of Luther's points of criticism of the Catholic Church that he sent to the Archbishop in 1517</p> <p style="text-align: center;">95 Theses</p>
<p>★ What the Church called somebody who had ideas that were different from what the Church said. One of the punishments was burning at the stake.</p> <p>★</p> <p style="text-align: center;">heretic</p>	<p>★ Luther and his supporters protested against the Catholic Church. As a result, they formed a new group within Christianity and created own churches.</p> <p>★</p> <p style="text-align: center;">Protestant Reformation/ Protestantism</p>
<p>★ The Church can do that with members if they have broken the Church's rules.</p> <p>★ This person is excluded from the religious community.</p> <p>★</p> <p style="text-align: center;">excommunication</p>	<p>★ In 1555, Catholic and Protestant rulers signed this treaty. One of the terms was that the rulers had the right to decide the religion of the people who lived in their states.</p> <p>★</p> <p style="text-align: center;">Peace of Augsburg</p>



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