

TOPIC: Adaptable  
GRADE LEVEL: Secondary  
Adaptable  
TIME: Adaptable  
(1 Period-More)

## SUBJECT TRIVIA

**OBJECTIVE:** The student will review subject areas studied in a particular class while playing the game "Subject Trivia" by writing and answering questions dealing with a specific curriculum topic.

### MATERIALS NEEDED:

1. Predetermined plan for playing area and student seating (see Teacher Data Sheet, Example 1).
2. Student reference material (usually a textbook), classroom magazine sets, etc. All students must have the same reference.
3. Chalkboard for keeping score.
4. Teacher Data Sheet.

### PROCEDURE:

1. Depending on the curriculum subject you are teaching, i.e. American History, determine with the students a general topic that has been studied, i.e. The Constitution of the U.S., and several related subtopics, i.e. (1) the history, (2) the framers, (3) the ratification, (4) the contents of the original, (5) the amendments.
2. Using a reference found in the classroom with enough available copies for each student, allow a specified amount of time for class members to write questions and answers for each subtopic category for each question and the page number where the answer can be found in the reference being used. Questions must review information that is common knowledge to all students and deal with something that has been studied sometime in this particular class.

Stress that questions must be clearly written and require one specific answer.

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3. Decide how many points should be awarded for correct answers to questions for the different categories as some may be more difficult than others. Also, determine how many points a team will add to their score for a correct challenge and how many they will lose for a rejected correct answer and an incorrect challenge, i.e.:

Category                      Points for Correct Answer

category 1..... 3 points  
category 2..... 2 points  
category 3..... 1 point  
category 4..... 2 points  
category 5..... 1 point

rejecting a correct answer..... -2 points  
incorrect challenge..... -2 points  
correct challenge..... +2 points

4. Read the rules of the game to the students (see Teacher Data Sheet).
5. Divide the class into teams.
6. Direct students to move to a designated area and/or arrange their desks for playing of the game (see Teacher Data Sheet, example 1).
7. Proceed play with the teacher acting as score keeper and "referee", if necessary.





## RULES FOR PLAYING SUBJECT TRIVIA

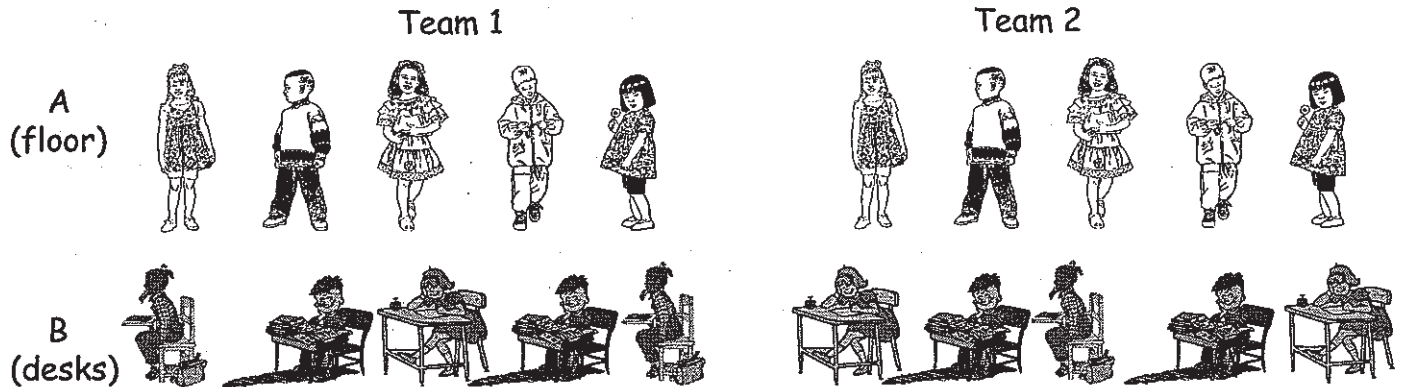
1. Teams will take turns asking and answering questions, but no student may ask or answer a second question until all team members have participated once (see Teacher Data Sheet, Example 1-Step 1).
2. Any team member may, however, challenge the other teams' rejection of a correct answer if he/she can prove the rejected answer is actually right (see Teacher Data Sheet, Example 2-Steps 2, 3).
3. The student who will be answering the question will state which member of the other team will ask the question and with which category the question will deal (see Example 2-Steps 1,2).
4. When a question is asked, answered, and challenged, predetermined points for correct answers are awarded and the game proceeds (see example 2-Step 1).
5. If a correct answer is rejected by the student asking the question, but is challenged and proven correct by a member of the answering student's team, predetermined points are awarded for the correct answer and a correct challenge and predetermined points are deducted from the asking team's score for an improper rejection. The game then proceeds (see example 2-Step 3).

If an incorrect answer is challenged, however, and the student asking the question can prove that the student who answered is incorrect, the team that challenged the incorrect answer has the predetermined number of points deducted from their score.



EXAMPLE 1

Possible Seating Arrangements



EXAMPLE 2

Playing the Game

Step 1

TEAM 1 - STUDENT 1:

"I'm asking (Team 2 - Student 1) for the question in category 'The History of the Constitution' worth \_\_\_\_ points."

TEAM 2 - STUDENT 1:

"The question is, 'In what year did the First Continental Congress meet in Independence Hall in Philadelphia?'"

TEAM 1 - STUDENT 1:

"1787"

TEAM 2 - STUDENT 1:

"Incorrect, the correct date was June 7, 1776." If there is no challenge, no points are awarded and Team 2 takes their turn.

Step 2

TEAM 2 - STUDENT 2:

"I'm asking (Team 1 - Student 2) for the question in the category 'Amendments to the Constitution' worth \_\_\_\_ points."

TEAM 1 - STUDENT 2:

"The question is 'Which Constitutional amendment guarantees that no person shall be compelled in any criminal case to be a witness against himself?'"

TEAM 2 - STUDENT 2:

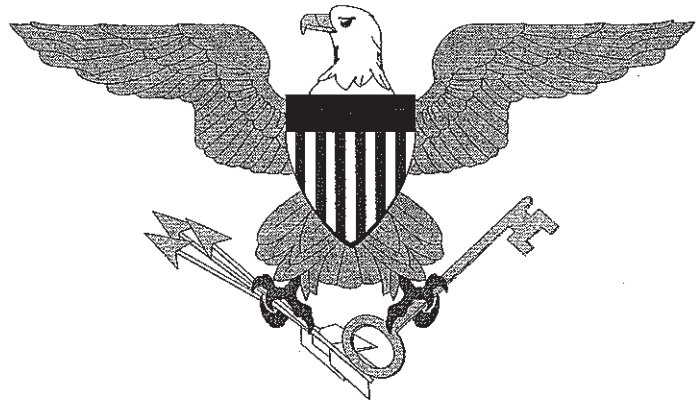
"The Fifth Amendment."

TEAM 1 - STUDENT 2:

"Incorrect."

TEAM 2 - ANY STUDENT

"Challenge."



Step 3

TEACHER:

"(Students name) has challenged. If he/she has challenged incorrectly, Team 2 will lose \_\_\_\_ points, but if correct, Team 1 will lose \_\_\_\_ points and team 2 will receive \_\_\_\_ points for giving the correct answer and correct challenge."

CHALLENGING STUDENT:

"Our team gave the right answer. The proof is that the Fifth Amendment printed on page \_\_\_\_ of our textbook states that exactly on line \_\_\_\_."

TEACHER:

"The challenge is correct. Team 2 will receive \_\_\_\_ points for giving the right answer and \_\_\_\_ points for proving the challenge was incorrect. Team 1 will lose \_\_\_\_ points for rejecting a correct answer."