International Global Studies Curriculum – Eleventh Grade Lesson Plan

**The Butter Battle Book: World Conflict**

**Content/Theme:** World Conflicts

**Grade:** Eleventh Grade


**Primary Benchmark(s):**
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

**Strands:**
- Civics and Government
- American History

**Time:** 1 class period

**Objectives:**
- Define countries in world conflicts in the past and today
- Explain the implications of furthering world conflict

**Teacher Preparations and Materials:** *The Butter Battle Book, Dr. Seuss*

**Activities:**

**Pre-Reading**

1. Remind students of your current textbook readings about the rise of the cold war immediately following WWII. Show maps of the world
2. Tell students you will be reading them a children’s book aloud today and using it as an allegory for current events. They should listen, take notes about how the story may represent a current international event, and then be a part of the
3. Check student’s background knowledge for definition of allegory.
4. Background Information you may want to share with students before reading the story: It has been said that *The Butter Battle Book* was Dr. Seuss’ most controversial work. Many have criticized it for its sense of fear of nuclear war in children not to mention its “non-happy” ending. Dr. Seuss once replied to an interviewer who asked if he had second thoughts about tackling a nuclear threat in a children’s book, “I thought it might be too much, but evidently it isn’t . . . . Given a certain amount of vocabulary, I think kids can
comprehend anything. As far as the ending goes, I think kids can argue about it.” (From “The Political Dr. Seuss” by Haley Wood)

**During Reading**

1. While you read the story: Butter-Battle Book aloud, have students write down each time the story escalates in a graphic representation (included).

**After Reading**

1. **Group discussions/activities:** Before breaking up into groups, ask students what they think about the book
   - Why were the two groups at war?
   - Why do you think they kept building bigger and bigger weapons?
   - How was the story like real life?
   - What was the purpose of the author?
   - List reasons for war in general and the effects on all involved.
   - List specific countries’ names on the board that have had conflicts that have lead to wars in the past. Next to the countries, list at least one reason for the conflict.

2. **Break up into groups and complete the following activities:**
   - **Role Play:** How are three different ways this story could have ended? Get together as a group and perform or write the three different endings.
   - **Conduct a World Summit:** Have a summit between the Yooks and Zooks. Each side should have their goals, and reasons for being upset, and demands against the other side. Groups should bring in bread and demonstrate how they like to eat with the butter side up and/or down. A mediator may be included that may try to resolve the problem by having them try one another’s way of eating.
   - **Writing Assignment:** Write a compare and contrast paragraph or essay about *The Butter Battle Book* story and the Cuban Missile Crisis in 1963 or the heating up of the cold war during the Reagan Administration.

3. Have students complete the United Nations Internet Scavenger Hunt to find out the international peacekeeping efforts currently underway.

**Review of Lesson/Assessment:** Group activities; Internet scavenger hunt

**ESOL Strategies:** Read Aloud; small learning groups
On the flow chart below, write down the major steps taken by each side to escalate the conflict in the story.

AFTER THE “WALL WAS BUILT…” What happened next?
THE UNITED NATIONS
Research the following peacekeeping initiatives from the United Nations: Elect representatives from selected countries who are members of the United Nation to talk about what they are doing to keep the peace and prevent conflict throughout the world.

Research Questions to Explore at
http://www.un.org/Pubs/CyberSchoolBus/unintro/unintro.asp
http://www.un.org/peace/

When and why was the United Nations created?
_______________________________________________________________________
_______________________________________________________________________

What are the main goals of the United Nations?
_______________________________________________________________________
_______________________________________________________________________

How does the United Nations address nuclear arms or illegal weapons build up of any country?
_______________________________________________________________________
_______________________________________________________________________

What will the U.N. do if they hear of a country that is currently “stocking up on arms”?
_______________________________________________________________________
_______________________________________________________________________

What current country has the U.N. sent investigators to examine and look for illegal
wepons?