

***‘The Butter Battle’***

***KS2- UPPER HISTORY***

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| **Themes:** Conflict resolution, Tolerance of difference. | | | |
| **Year Group/**  **Subject** | Key-stage 2 Upper  History  30-minute lesson with optional follow-up work |  |
| **Skills being developed** | Listening and communicating  Building empathy  Controlling emotions  Problem solving |  |
| **Learning**  **Objectives/**  **Curriculum area** | Discuss contemporary and historical connections to situations in texts.  Conduct research on historical allusions in a text and see their relevance today.  Synthesize information to draw conclusions about a text's message.  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. |  |
| **Introducing the idea** |  | **Timing** |
| Stimulus | Begin by explaining you are going to read/watch and listen to (link below) the Butter Battle by Dr. Seuss. Older children still love picture books! Allow time for students to comment on Dr Seuss books or similar (Julia Donaldson!) they remember from their childhood. What can they possibly learn now from a rhyming children’s picture book? <https://www.youtube.com/watch?v=ut1CSRmVp0I> | 2 mins |
| Guided Discussion | 1. Read/Play [The Butter Battle Book](https://www.youtube.com/watch?v=ut1CSRmVp0I)to the class, asking students to listen for details that compare to historical or current events. 2. Once the reading is complete, ask students to share immediate thoughts and reactions to the book. It's likely they will see parallels to current events, (Trump’s wall/Covid19) if not historical events. 3. Do the children have any parallels in their lives (bullying/ arguments/ family disagreements )that help them identify with the ZOOKS/YOOKS’ challenges 4. Link to any prior/current learning re conflicts, (Mayan/Spanish; Iron Age tribes; Romans/Britons; WW1/2) | 9 mins  4 mins |
| **Class Activities** |  |  |
|  | Run a Question Storm *(Appendix 1)*to come up with ideas on how the Zooks and Yooks could have resolved their conflict. Apply to a real-life historical conflict and either:  Use their favourite questions as research starters to find out more about your chosen conflict or what Dr Seuss was actually writing about. The following  Websites are also appropriate:  [COLD WAR](http://www.history.com/topics/cold-war/cold-war-history) from The History Channel  [Nuclear arms race](https://en.wikipedia.org/wiki/Nuclear_arms_race), from Wikipedia  [Race for the Superbomb](http://www.pbs.org/wgbh/amex/bomb/), from PBS  [Berlin Wall 1961-1989](http://www.berlinwall.com/)  **Or**  Ask Students to think about how the Zooks/Yooks conflict began and how it could have been avoided altogether.  Then ask them at what point in the story they thought the escalation could have been halted.  By who? How?  Ask them to come up with creative solutions and compromises.  What if one side had managed to overcome the other, what might have happened then and why? What elements of human nature are at play? Can we override them with **strategies for conflict resolution?** *(Appendix 2)*  Follow up work to include: writing a Zooks/Yooks Peace Treaty. | 15 mins |

**Appendix 1 - Question Storm**

This is a twist on a brain-storm and gets pupils comfortable and capable of generating volumes of their own simple questions. It takes between 5-15 mins to do – you can spend as long as you like discussing the results. It can be used to: *link to prior learning; identify students’ own areas of interest within a topic; identify areas for further independent research; provide a launch-pad for discussion; homework or project activities*

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| Question- Storm Rules | * First chose the stimulus/topic you want to question-storm * The task is then to generate as many questions as possible, without judgement or editing * [We use Who? What? When? Where? Why? and How?](http://www.toleranceday.org/uploads/2/4/7/3/24739493/truth_detectives_tool_kit_with_characters.pdf) [(See printable ‘Question Friend Characters for KS1 and 2](http://www.toleranceday.org/uploads/2/4/7/3/24739493/truth_detectives_poster.pdf). Use a giant egg timer/buzzers for fun) * Pupils have 2 minutes to come up with questions and then switch to a new question stem. You might want to do all stems in 2 minutes for older pupils OR * If writing down is an issue, doing hands up is great; 1 minute for each question stem/friend * If it’s proving tricky, ask pupils to write their thought as a statement and then help them turn that into a question |
| Practice question-storm – instructions for pupils | * Let’s do a question-storm about X * Make sure you have paper and pen * The game is to write down as many questions as you can * You have 1 minute per question character * The egg timer will show you how long you have and a buzzer will sound when it’s time to move onto the next character * Remember, there are no good or bad/right or wrong questions   On your marks get set, go! |
| Results | How you collect the results is up to you:   * Oracy and recording to track learning are ideal * Pupils pick their top 1-3 and highlight in their book and/or share with the class OR * Create a set of ‘community questions’ - Paired share for 2 mins with neighbour to your left to talk about your favourite questions * As a table take 2 mins pick your top 3 as a group to share with the class * Write up on flipchart * *See if there are an obvious top 3-5 for the class* |

**Appendix 2 –**

**Conflict Resolution Strategy**

**KS1-KS2**

**C.L.I.C. to stop conflict**

**Calm***: Breathe. Aim for a 4-in, 2-hold, 6-out cycle – breathe in for 4 seconds, hold for 2 seconds, then breathe out for 6 seconds. Be calm, name the feeling: ‘anger’ ‘fear’ ‘sadness’ ‘humiliation’*

**Listen**: Use questions, focus your attention, begin to understand

**Identify:** Feel and understand what someone else feels

**Cooperate:**

* Describe the problem
* Think of LOTS of solutions
* Think of consequences (if…then…)

Choose best solution

**KS2 Upper-KS3**

***Control emotion****: Breathe. Aim for a 4-in, 2-hold, 6-out cycle – breathe in for 4 seconds, hold for 2 seconds, then breathe out for 6 seconds. Be calm, name the feeling: ‘anger’ ‘fear’ ‘sadness’ ‘humiliation’*

1. Recognise EVERYONE’s innate bias: we all think we are ‘right’. Take perspective, look at facts, ask for an un-biased view.
2. Resist the urge to threaten or use ultimatums- Because of the common human tendency to treat others the way they’re treated, people tend to respond to threats in kind, leading to an escalatory spiral and worsening conflict.
3. Override our hardwired tendency to Us v Them. Look for commonalities.
4. Look even deeper: is this really just about a sandwich/insult/football incident?
5. Carefully examine your own motivations: Think about what outcome is really best for you and find creative solutions to compromise.