

Animal Rights

Grades: 5 – 6

Objectives:

Affective:

Students will be able to argue the pros and cons of various issues surrounding animals rights.

Academic:

- Students will listen and read to acquire information and understanding.
- Students will listen and read to analyze and evaluate information using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Materials:

Pictures of animals used for food (e.g., chickens, ducks, cows, lambs), pictures of various meats (e.g., fin fish, shell fish, chicken, duck, steak, hamburgers, lamb chops), articles of clothing or accessories made from animal hide or fur, accompanying sheets: “Research Report” and “Where Do You Stand?”

Motivation:

Ask students for a show of hands to respond to these questions: “Who would kill a rat?” “Who would kill a dog?” “Who would kill a deer?” “Who would kill a fish?” “Who would kill a spider?” “Who would kill a roach?”

Procedure:

Mini-Lesson:

- 1) Discuss with students their feelings about killing a rat, a dog, a deer, etc.
- 2) Briefly discuss with students how these animals are killed (e.g., hunting, trapping – steel jaw traps. During sports – such as dog-fighting). Discuss the reasons why these animals are killed (e.g., for food, to make fur coats, factory farming).
- 3) Show pictures and discuss which foods the students eat come from animals. Show some examples of articles of clothing or accessories made from animal skins/furs.



Small-Group Activity:

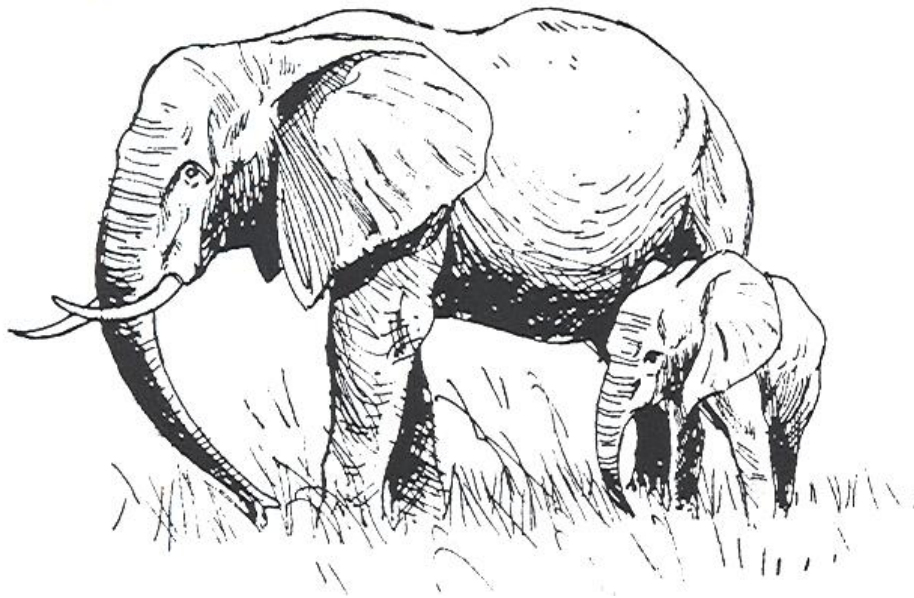
- 1) Have groups of students research some of the following issues: animal experimentation, bullfights, dog fighting, factory farming, fishing, making fur coats, horseracing, hunting, pet-overpopulation, animal-slaughter for meat, rodeos, sports hunting, trapping, whaling, wild animals as pets.
- 2) Have groups of students report back to the class to explain each issue. List the pros and cons. Note some statistics if possible. What is your personal opinion and why?

Summary:

After all reports have been given, review the pros and cons of the various animal-rights issues.

Follow-up Activities:

- Have students complete the accompanying sheet. “Where Do You Stand?” Tally the results with the students.
- Invite guest speakers representing organizations with opposing viewpoints



New York State Standards Addressed:

ELA Standard 1 – Language for Information and Understanding:

Students will read, write, listen, and speak for information and understanding.

Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Speaking and Writing

1. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

ELA Standard 3 - Language for Critical Analysis and Evaluation:

Students will read, write, listen, and speak for critical analysis and evaluation.

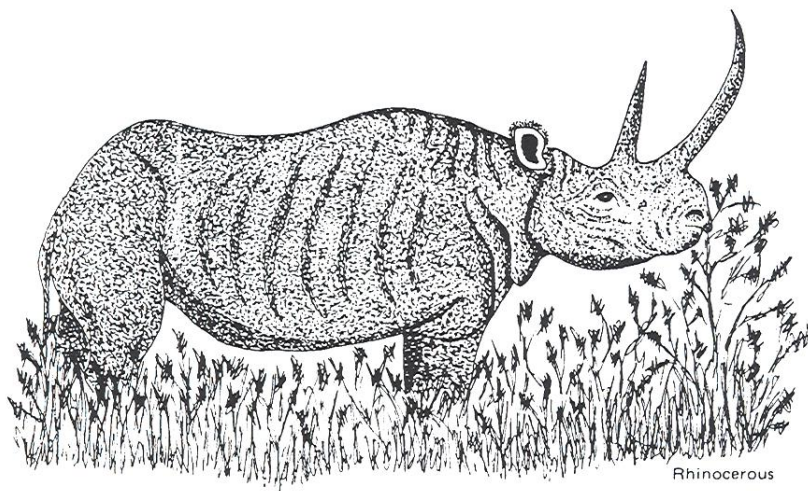
Listening and Reading

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

MST Standard 4 – Science - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

The Living Environment

7. Human decisions and activities have had a profound impact on the physical and living environment.

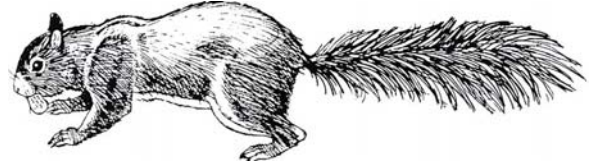


Addendum #1:

Where Do You Stand?

Student Activity Sheet (Grade 6)

This is not a test with right and wrong answers, but a questionnaire designed to help you think about various animal-related issues and decide where you stand on each one. Check all applicable boxes.



1) Do you think that the following animals should be kept as pets?

Wolf/Lion

Raccoon/Squirrel

Turtle/Snake

2) Would you buy a coat made from

The pelts of wild animals? (leopard, bobcat)

The pelts of ranch-raised animals? (mink, fox)

The leather or pelts of animals raised and killed for meat? (rabbit, cow)

3) Do you/would you

Kill animals for sport?

Collect and kill insects for study or for a hobby?

Trap animals for their fur?

Fish?

4) Should the following animals be trained to perform in circuses?

Lions, tigers, bears, chimpanzees

Elephants

Dogs, horses

5) Do you eat

Beef, pork, lamb, poultry?

Eggs and dairy products?

Fish?

6) Would you eat meat if you had to kill the animals you ate?

___ Yes ___ No

7) Would you boycott

___ Japanese products to protest Japan's excessive whaling?

___ Tuna to protest the killing of dolphins by tuna fishermen?

8) Should these animals be exterminated/eliminated in areas where people live?

___ Mountain lions, bears, wolves

___ Nonpoisonous snakes

___ Coyotes, skunks, weasels

___ Mice, rats, gophers

___ Poisonous snakes, spiders, scorpions

___ Nonpoisonous insects

9) Animals should be kept in zoos

___ to preserve them from extinction, when their native habitat has been / is being destroyed.

___ for scientific study; for education.

___ for our entertainment and enjoyment.

___ never.

10) If you owned an acre of land that was part of the limited habitat (i.e.: the animal could not survive elsewhere) of an animal in one of the groups below, would you relinquish the use of your land for use as a sanctuary for that animal?

___ If the animal were a mammal (deer, fox, rabbit, mouse)

___ If it were a bird (eagle, robin, blackbird, hummingbird)

___ If it were a reptile or amphibian (snake, toad, turtle, lizard)

___ If it were a fish (trout, minnow, perch, catfish)

___ If it were an insect or crustacean (beetle, butterfly, crab, spider)

"Where Do You Stand" was developed by Beverly Armstrong of "Kids & Critters"

Addendum #2:

Research Report

Pick a topic dealing with a specific “animal rights” issue. Using your school or public library or the Internet, research your topic and answer the suggested questions below. Some suggested topics are:

- animal experimentation
- bullfights
- circuses
- factory farming
- fishing
- fur coats
- horse racing
- overpopulation of companion animals
- rodeos
- slaughtering animals for meat
- sport or trophy hunting
- trapping (steel-jaw trap)
- whaling
- wild animals as companions
- zoos

- 1) What is your chosen topic or issue?
- 2) List the pros and cons.
- 3) Note some statistics.
- 4) What is your personal opinion and why?
- 5) What can you do to help?

