

Barnyard Gossip

Grades: 3 – 6

Objectives:

Affective:

- Students will demonstrate respect and appreciation for farm animals.

Academic:

- Students will distinguish between fact and opinion.
- Students will examine prior knowledge of farm animals and compare this to new factual information presented.

Materials:

- Pictures of cow, pig, chicken; Set of “Fact” cards for each animal; Set of “Story” cards for each animal. Contact Farm Sanctuary (see Additional Resources) for a Cultivating Compassion Kit for your grade level for these materials.
- Barnyard Gossip student activity sheet.



New Vocabulary:

- Gossip – chatty talk that can be true or false
- Reputation – the way someone is thought of by others
- Stereotype – thinking that everyone of a group is just like every other one
- Fact – a piece of information that is true
- Opinion – A belief that is based on what a person thinks rather than on what is proved to be true (it may be necessary to help students distinguish between fact and opinion)

Motivation:

Introduce new vocabulary – gossip, reputation, stereotype, fact, opinion. Give examples. Ask if any of the students have ever been the subject of gossip, or know someone with a bad reputation that they found to be wrong once they got to know that person. Ask: Is this fair to the person?

Procedure:

Mini-Lesson:

- 1) Discuss how gossip helps create reputations that often lead to stereotypes.

- 2) Tell them that they will be taking a look at what they've heard about farm animals and comparing it to facts about farm animals (provide definition of a fact).
- 3) On separate sheets of chart paper write: 1) I heard that chickens..., 2) I heard that pigs..., 3) I heard that cows...
- 4) Display pictures of each animal
- 5) Elicit 4-5 pieces of "gossip" (things they have heard) about each animal from students (i.e., pigs are dirty, chickens are afraid, cows are dumb) and write them on appropriate sheet of chart paper (referred to in procedure #3).

Note to Teacher: Some misinformation portrays animals as living in much better circumstances than they actually do (i.e., "I heard that pigs are happy on farms"). This would be a good time to talk about how animals live in factory farms and show pictures if appropriate. Books listed in the follow-up activities can help you explore this issue with students.

Small-Group Activity:

- 1) Divide class into 3 groups: Friends of Cows, Friends of Pigs, Friends of Chickens
- 2) Pass out Barnyard Gossip student sheet.
- 3) Select a student to be the Reporter for each group
- 4) Give each group their respective sheet of chart paper (with "gossip"), "Fact" and "Story" cards, and the picture of their animal
- 5) Have students read their "Fact" and "Story" cards to each other in their groups
- 6) After all "Fact" and "Story" cards are read, have students evaluate the gossip about their animal by answering the questions on the Barnyard Gossip student sheet.

Summary:

- 1) Have each group report what they have learned about their animal to the rest of the class.
- 2) Have any student with a personal story about a cow, pig, or chicken tell their story briefly after each group finishes reporting.

Follow-up Activities:

- Visit a sanctuary for farm animals or a conventional farm. Before the visit, brainstorm a list of questions to ask the farmer including, but not limited to how the animals got there, how they live, and how the animals will spend the rest of their lives.
- Watch the video "Babe" or "Chicken Run"
- Read Aloud books that can help you explore the issue of factory farms with your students.

Literature Connections



★ *Hope* by Randy Houk

★ *Saving Emily*
by Nicholas Read

★ *Goosie's Story*
by Louise van der Merwe

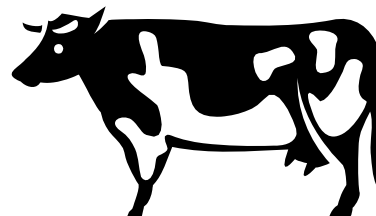
★ *A Home for Henny* by Karen Davis

★ *Sausage Patty* by Diane Allevato

Additional Resources:

References and Literature for Teachers:

- *Cultivating Compassion- A Humane Education Project of Farm Sanctuary: Teachers' Guide*
- *Peaceful Kingdom: Random Acts of Kindness by Animals* by Stephanie Laland
- *Animal Angels: Amazing Acts of Love and Compassion* by Stephanie Laland



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.

ELA Standard 4 - Language for Social Interaction – Students will read, write, listen, and speak for social interaction.

Listening and Speaking

1. Oral Communication in formal and informal settings require the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Lesson adapted from CULTIVATING COMPASSION by Farm Sanctuary with permission.

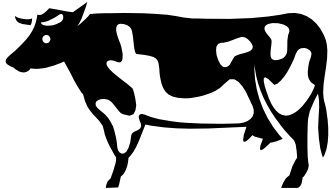
Addendum #1:

Name: _____ Date: _____

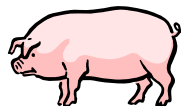
Barnyard Gossip Activity Sheet

Circle the animal for your group.

Cow



Pig



Chicken



1) Is the gossip true? Explain your answer.

2) Is the gossip a good or bad thing for this animal? Explain your answer.

3) How could we help this animal be more appreciated? (Answer in complete sentences on the lines below.)
