

## ANIMAL FACTORIES: INDUSTRIALISATION AND ITS EFFECTS ON HUMAN-ANIMAL RELATIONS

YEAR 12-13 NCEA LEVELS 2 & 3  
DURATION 2-3 WEEKS

### CONTINUITY AND CHANGE 6.1

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Students will explore the history of industrialisation as it has changed human treatment of animals, and will learn about the emergence of ideas and movements that seek to challenge those changes.

#### STRAND ACHIEVEMENT OBJECTIVES TO BE ASSESSED

#### LEARNING OUTCOMES

##### TIME, CONTINUITY AND CHANGE<sup>1</sup> 6.1:

Beliefs and ideas that have changed society and continue to change it.

Students will:

- describe the development of industrial techniques for processing meat.
- explain the beliefs and ideas about animals that lie behind this development.

##### TIME, CONTINUITY AND CHANGE<sup>1</sup> 7.1:

How events have short-term and long-term causes and consequences.

- describe the impact of these changes in two contexts: early twentieth-century America, and contemporary New Zealand.

##### SOCIAL ORGANISATION<sup>2</sup> 6.1:

How and why people organise themselves to review systems and institutions in society

- explain people's motivations for seeking change in the treatment of animals in society.
- describe ways of going about seeking such change.

##### SOCIAL ORGANISATION<sup>2</sup> 7.2:

How communities and nations meet their responsibilities and exercise their rights.

- describe how pressure from social action groups exerts pressure to uphold the rights of animals.

#### PROCESSES

##### Inquiry

AS90273 Level 2.3

Students will:

- collect, process and communicate information about human-animal relations and industrialisation in the 20th and 21st centuries.

##### Values Exploration

AS90274 Level 2.4

AS90692 Level 3.4

Students will:

- explain how values have changed over time in regard to human-animal relationships.
- describe the consequences of these changes for animals and for humans.

##### Social Decision Making

AS90275 Level 2.5

AS90693 Level 3.5

Students will:

- state possible social action in regard to industrialisation of human-animal relations.
- identify likely consequences of these social actions.
- identify and justify preferred action(s).

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### CONTINUITY AND CHANGE 6.1 cont...

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#### STRAND ACHIEVEMENT OBJECTIVES TO BE ASSESSED

#### LEARNING OUTCOMES

#### REQUIREMENTS

Settings:

North America, global, and New Zealand

Perspectives:

Current Issues and the Future

Essential Learning About New Zealand Society (ELANZS):

- changing patterns of resource and land use.
- changing patterns of economic activity and trade.
- the nature and organisation of paid and unpaid work.
- current events and issues.

#### ASSESSMENT

Design your own assessment using the template provided at:  
[www.tki.org.nz/r/socialscience/curriculum/SSOL/assessment\\_template\\_e.php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/assessment_template_e.php).

<sup>1</sup> Equivalent to the "Continuity and Change" strand in *The New Zealand Curriculum* (2007), p. 30

<sup>2</sup> Equivalent to the "Identity, Culture and Organisation" strand in *The New Zealand Curriculum* (2007), p. 30

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## TEACHING AND LEARNING ACTIVITIES



Select and adapt these learning activities to best meet the needs of your students, and to fit the time available:

### STARTER: *The Meatrix*

Watch this animation on the *Animals & Us* DVD (Films).

Complete a Think-Pair-Share aimed at answering the following questions:



- According to *The Meatrix*, what are the main differences between industrialised farming and traditional farming in America?
- What are the factors that caused industrialisation of agriculture in America?
- Why does this animation use the story of *The Matrix* films to explain industrialisation?

### STARTER: "I'm Glad I'm not a Hog!"

In 1906, American journalist Upton Sinclair published *The Jungle*, a novel about his investigations into the meat industry in Chicago, which is where many modern industrial techniques for processing animals were developed. Sinclair's novel caused a scandal and a government inquiry into the industry.

Read the extract from *The Jungle* on pp. 123-126 of the resource, which describes newly-arrived immigrant Jurgis Rudkos and his family being taken on a tour of the meatworks, where they are soon to be employed. Then, in small groups, create a three-part poster presentation to show:

- the machinery: how the industrial processing of the animals works, according to Sinclair's description of it.
- the animals: how the animals are perceived in this system.
- the people: how the human beings respond to the system.

## THINK, PAIR, SHARE (TPS)

# THINK

# PAIR

The students first work individually writing down their ideas. Next they share their ideas with a partner and then with a larger group or whole class. The 'wait or think' time that is part of Think, Pair, Share has been demonstrated to be a powerful factor in improving student responses to questions.

# share

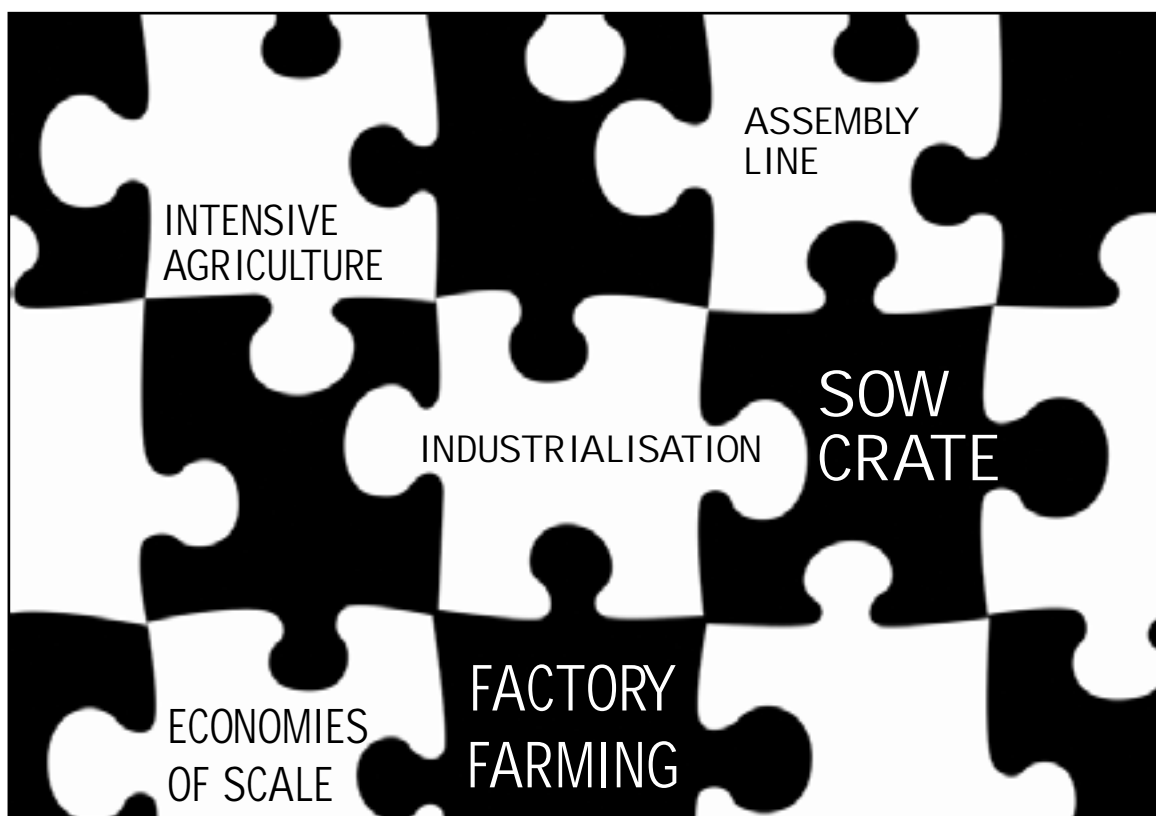
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## TEACHING AND LEARNING ACTIVITIES

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### STARTER: Words, words.

Look up the following words in a dictionary and create a large wall jigsaw (TKI, website links, page 37) summarising the key ideas of factory farming:

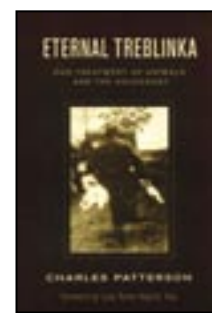


### (i) Read the following texts and visual resources:

- Charles Patterson, *Eternal Treblinka*, pp. 88-101.
- Charlie Leduff, "The Kill Floor", from *"In a Slaughterhouse, Some Things Never Die"* p. 153.
- *A Cow at My Table*. Animals & Us DVD (Films).

Identify the ways in which industrialisation affects relationships between humans and animals. Research questions might include:

- 1) How did the development of "assembly line" techniques change how animals were treated? Where was the assembly line first developed? What for? What else was it used for? By whom?
- 2) What historical forces helped influence the rise of industrial agriculture?
- 3) What are the main advantages of industrial farming? What are its main disadvantages?
- 4) How are animals perceived in industrial agriculture? What kind of language is used to describe them?



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## RESEARCH ACTIVITY



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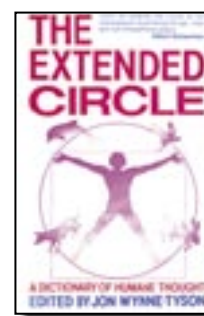
**(ii) Read or view the following texts:**

- Peter Singer, *Animal Liberation*, pp. 107-113.
- *Earthlings*, *Animals & Us* DVD (Films).
- Richard Ryder, *Animal Revolution*, pp. 102-104, "Speciesism: The Battle of Ideas".
- Brigid Brophy quote from Jon Wynne-Tyson's *The Extended Circle*, p. 122.
- Gary Francione, *Introduction to Animal Rights*, pp. 64-67, "The Concept of Rights", "The Basic Right Not to be Treated as a Thing", "Animal Rights".

Identify 3-5 different kinds of animal rights identified by these writers.

Draw up an Animal Rights Scorecard and rate the various techniques of industrial farming you have read about (above) on a scale of 0-10 (0 = no respect for the right in question; 10 = complete respect for that right).

Create a poster presenting your findings, which includes your own conclusions about animal rights and about the industrial farming of animals.



### SAMPLE ANIMAL RIGHTS SCORECARD





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## RESEARCH ACTIVITY

(iii) Do some independent research to find out what kinds of industrial farming practices and techniques are used in New Zealand today. Here are some places you could go to get started:

- See Research (website links, page 37).
- Philip Armstrong, "Farming Images: Animal Rights and Agribusiness in Aotearoa New Zealand", pp. 44-48.

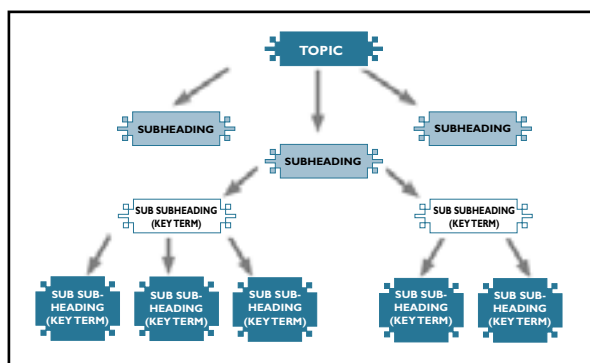
### Social Decision Making

How and why do people make decisions about acceptable ways of treating animals? Some people feel very strongly on this issue and are prepared to take a stand, which includes social action. Choose an animal rights activist person/group, and work through the following activities:

- Complete a Structured Overview diagram (see explanation and example at website links, page 37).
- As a representative of your group/individual, write an informative article for a newspaper explaining the consequences of industrialised agriculture for animals.

Make your article easy to understand and relate to for everyday people. Include diagrams or sketches if you wish. See Write All About It for guidance on this kind of writing (website links, page 37).

### SAMPLE STRUCTURED OVERVIEW



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### Wrap up

Create your own political cartoon (see the English Online unit at website links, page 37 and for more on political cartoons) representing a point of view on industrial agriculture from what you have learnt.

## WEBSITE LINKS: ANIMAL FACTORIES

### TEACHING AND LEARNING

**TKI.** Teaching Strategies. Think, Pair, Share. ESOL Online.  
[www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/think\\_pair\\_share\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/think_pair_share_e.php)

**TKI.** Jigsaw. Social Studies Online.  
[www.tki.org.nz/r/socialscience/curriculum/SSOL/ronaldrulz/jigsaw\\_e.php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/ronaldrulz/jigsaw_e.php)

### RESEARCH

**SAFE.** Battery Hens.  
[www.safe.org.nz/Campaigns/Battery-Hens/](http://www.safe.org.nz/Campaigns/Battery-Hens/)

**SAFE.** Love Pigs Campaign.  
[www.lovepigs.org.nz/Love-Pigs-campaign/](http://www.lovepigs.org.nz/Love-Pigs-campaign/)

**CAFF.** Campaign Against Factory Farming.  
[www.caff.bravehost.com](http://www.caff.bravehost.com)

### SOCIAL DECISION MAKING

**Write All About It.** Newspapers. The Language of News Stories. English Online.  
[www.english.unitecology.ac.nz/resources/units/paperprod/language.html](http://www.english.unitecology.ac.nz/resources/units/paperprod/language.html)

### POLITICAL CARTOON

**Social and Political Cartoon Satire.** English Online.  
[www.english.unitecology.ac.nz/resources/units/cartoon\\_satire/home.html](http://www.english.unitecology.ac.nz/resources/units/cartoon_satire/home.html)