

# THE COMPANY OF ANIMALS:

YEAR 10-11 NCEA LEVELS 1 &amp; 2

## A SOCIAL STUDIES ENQUIRY INTO 'PET'-KEEPING DURATION 2-3 WEEKS

### IDENTITY, CULTURE AND ORGANISATION 5.2

PAGE 1/4

Students will conduct independent research into the ways in which contemporary 'pet'-keeping affects people's identity, social roles and responsibilities, and ideas about animal rights.

STRAND ACHIEVEMENT OBJECTIVES TO BE ASSESSED	LEARNING OUTCOMES
SOCIAL ORGANISATION <sup>1</sup> 5.2: How and why people seek to gain and maintain social justice and rights.	Students will: - assess whether and in what ways 'pet'-keeping affects people's attitude to the rights of animals.
SOCIAL ORGANISATION <sup>1</sup> 6.2: The effects of changes in society on people's rights, roles and responsibilities.	- describe how the cultural practice of 'pet'-keeping impacts on people's ideas about animal rights, and about their roles and responsibilities in relation to animals.
CULTURE AND HERITAGE <sup>1</sup> 6.1: How and why cultures adapt and change.	- identify the ways 'pet'-keeping is a result of cultural and social change, and how it contributes to cultural and social change.

### PROCESSES

<b>Inquiry</b> AS90217 Level 1.3 AS90273 Level 2.3	Students will: - collect, process and communicate information about 'pet'-keeping in the past and in their own society.
<b>Values Exploration</b> AS90218 Level 1.4 AS90274 Level 2.4	Students will: - explain how values about human-animal relationships are formed and expressed in relation to social practices like 'pet'-keeping.

### REQUIREMENTS

Settings:	New Zealand
Perspectives:	Current Issues
Essential Learning About New Zealand Society (ELANZS):	- European cultures and heritages and the influence of these heritages on New Zealand's social, cultural, political and religious beliefs and systems. - characteristics, roles, and cultural expressions of the various groups living in New Zealand. - 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 "Identity, Culture and Organisation" strand in *The New Zealand Curriculum* (2007), p. 30.



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# THE COMPANY OF ANIMALS: A SOCIAL STUDIES ENQUIRY INTO 'PET'-KEEPING

PAGE 2/4

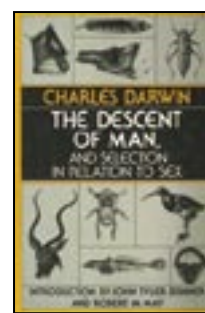
## TEACHING AND LEARNING ACTIVITIES

### CONDUCT A SOCIAL STUDIES ENQUIRY

Study some of the impacts of 'pet'-keeping on society; in particular, its influence on ideas about animal sentience and rights etc.

(i) **WHAT IS AN ANIMAL?** Read the following texts:

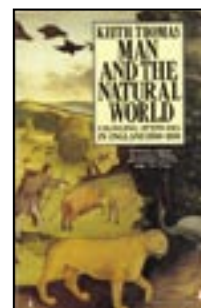
- *The Philosophical Writings of Descartes*. "From the Letters of 1646 and 1649", pp. 61-63.
- Charles Darwin, *The Descent of Man*, pp. 54-59.
- Keith Thomas, *Man and the Natural World*, on Descartes, pp. 118-120



Complete the Compare and Contrast chart on page 22 on Descartes' and Darwin's views.

(ii) **WHAT IS A 'PET'?** Read the following texts:

- James Serpell and Aubrey Manning, *Animals and Human Society*, pp. 105-106.
- Keith Thomas, *Man and the Natural World* on 'pets', pp. 120-121.



Draw a Concept Map as shown below illustrating what these scholars say about the relationships between people and 'pets'.

### SAMPLE CONCEPT MAP



(iii) **RESEARCH** Using the ideas generated from (i) and (ii) above, draw up a survey designed to find out how people think about their 'pets'. Use a combination of the following:

- "closed" and "open" questions (for definitions and examples of these see Changing Minds (website links, page 23).
- rating scales and agreement scales (for definitions and examples of these see Survey Design (website links, page 23).

(iv) **FINDINGS** Create a poster presentation summarising the findings of your survey.

Your poster could be in the form of:

- a Structured Overview (see explanation and example at TK1, website links, page 23).
- a Thinking Map (see examples at website links, page 23).
- a Values Continuum (see explanation and example at TK1, weblinks page 23).

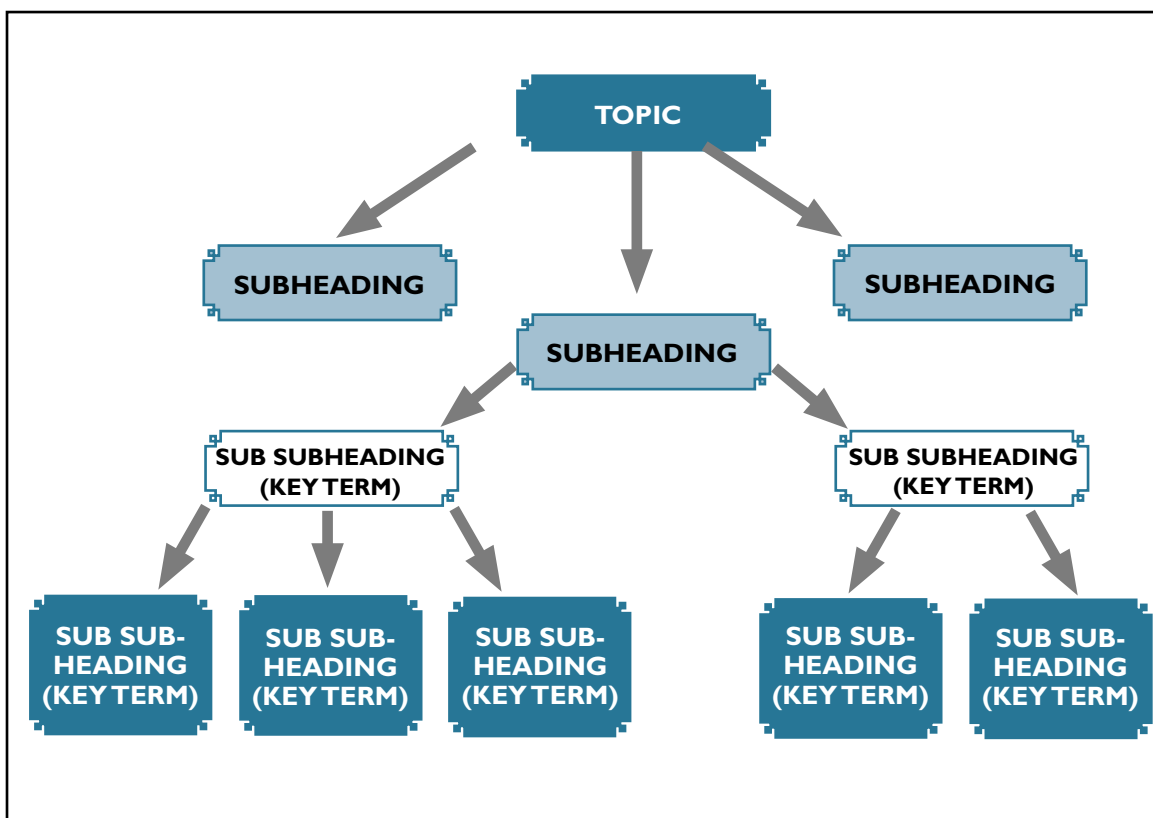
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## COMPARE AND CONTRAST CHART

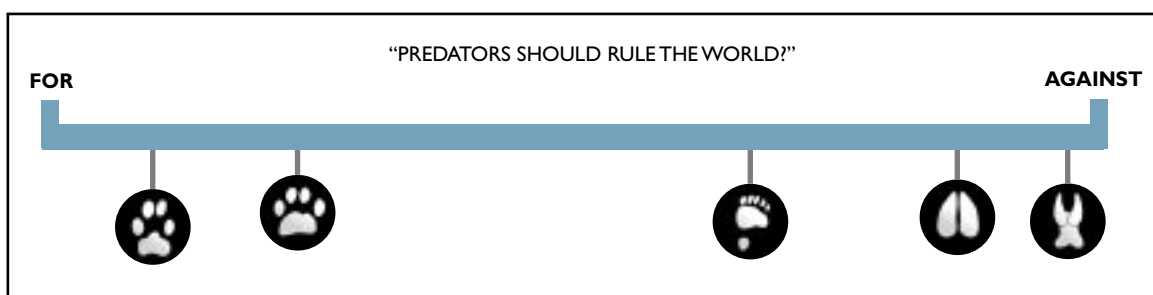
 <p>René Descartes argued that animals are fundamentally different from humans because they do not have the following abilities:</p> <p><i>I don't think therefore I ain't.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Descartes' theory allowed animals to be treated in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>According to Charles Darwin, humans and animals share the following abilities:</p>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What are the logical consequences of Darwin's views for our treatment of animals?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## SAMPLE STRUCTURED OVERVIEW



## SAMPLE VALUES CONTINUUM



## WEBSITE LINKS: THE COMPANY OF ANIMALS

### TEACHING AND LEARNING

**English Online.** Concept Mapping.  
<http://english.unitecology.ac.nz/resources/units/insects/concept.html>

**Changing Minds.** Open and Closed Questions.  
[http://changingminds.org/techniques/questioning/open\\_closed\\_questions.htm](http://changingminds.org/techniques/questioning/open_closed_questions.htm)

**Survey Design.** Questionnaire Design Tips. Creative Research Systems.  
[www.surveysystem.com/sdesign.htm](http://www.surveysystem.com/sdesign.htm)

**TKI.** Structured Overview. Social Studies Online.  
[www.tki.org.nz/r/socialscience/curriculum/SSOL/gallipoli/structured\\_e.php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/gallipoli/structured_e.php)

**Thinking Maps Inc.** Thinking Maps. Student Examples.  
[www.thinkingmaps.com/htmexam.php3#mflowmap](http://www.thinkingmaps.com/htmexam.php3#mflowmap)

**TKI.** Strategies: Values Continuum. Social Studies Online.  
[www.tki.org.nz/r/socialscience/curriculum/SSOL/resources/strategies/strategies/values\\_continuum\\_e.php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/resources/strategies/strategies/values_continuum_e.php)