



Who Is Taking a Stand?

Middle School Food and Agricultural Literacy Curriculum

Precepts

- E. Awareness
- E1. Address issues important to the community

National Standards

- AS.06.01.02.a. Explain the implications of animal welfare and animal rights for animal agriculture.
- NL-ENG.K-12.3– Evaluation Strategies
- NL-ENG.K-12.5 – Communication Strategies
- NL-ENG.K-12.12 – Applying Language Skills

Student Learning Objectives

- As a result of this **unit** the students will...
- Discuss animal issues.
- As a result of this **lesson** the students will...
- Identify groups associated with animal rights and animal welfare relating their impact on production agriculture practices.

Content Outline

Objective 1. Identify groups associated with **animal rights** and **animal welfare** relating their impact on production agriculture practices.

- I. **Define animal rights and animal welfare.**
- II. **Organizations related to Animal Welfare/Animal Rights**
 - A. Complete at KWL about the topic – (What I know, What I want to know, and What I learned)
 - B. Determining purposes of each organization

Time

Instruction time for this lesson: 45 minutes.

Resources

Animal Welfare vs. Animal Rights. Retrieved August 20, 2009, from Animal Welfare Council Web site: <http://www.animalwelfarecouncil.com/html/aw/rights.php>

Tools, Equipment, and Supplies

- Rocks of various sizes
- Container of water
- Writing surface
- Transparencies/Projector
- Computer Lab
- 3x5 note cards
- MS.AI.4.2.AS.A – one per student
- MS.AI.4.2.TM.A – one per teacher
- MS.AI.4.2.TM.B – one per teacher
- MS.AI.4.2.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Animal Welfare

Animal Rights

Interest Approach

Before students enter the classroom, place a container of water in the front of the room where everyone can see and gather four rocks of various sizes. Four students will have the opportunity to toss a rock into the container of water to create a ripple effect while other students watch and record their observations. If they miss the container, applaud their efforts and allow them to try again. Or show a video clip of a rock/pebble being tossed into water.

Good morning and welcome back to Ag Explorations! I need four volunteers – who will they be?

Select four students. If there are more than four volunteers, select the four with birthdays closest to today.

When I say GO, those four volunteers will come to the front of the room and receive a rock. The volunteers will toss the rocks into the water starting with the smallest rock and moving to the largest and we will observe the results. GO.



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Let's give our volunteers a big round of applause.

Process the activity – guide students to realize the ripples are bigger at the point of entry and get smaller and farther apart as they spread out. Bigger rocks cause bigger ripples/waves. Compare this to production agriculture and the negative press. At first, there is typically a huge media frenzy and drop in markets, but then as more information is available and consumers become more educated, the impact begins to decrease.

What happened when the rocks landed in the water?

Were the ripples the same size?

What was the difference in ripples as the rocks increased in size?

As the ripples spread out what occurred?

Keep these thoughts in mind while we take a moment and talk about how the media affects the agriculture industry. When you hear about agriculture in the news is it usually positive or negative?

Pause for student response

Correct, it's usually negative. What are some recent examples of how agriculture has been in the news lately?

H1N1, food recalls, BSE (Bovine Spongiform Encephalopathy – also known as Mad Cow Disease), Prop 2, etc. Add recent or local topics.

How can we relate the "ripple effect" we caused in the water to agriculture?

Pause for response. Guide students in a discussion relating how negative press impacts everyone. The point of impact (location of outbreak/recall) is affected the most. As you travel farther away, the impact is not as intense, but it is still felt. It also relates to the current price of commodities. Immediately after an outbreak or a recall the price of the commodity will drop drastically, but as time goes by, the cost slowly begins to climb.

There are many groups or organizations that can cause that ripple effect. There are also groups that were created to help educate consumers, and today we are going to focus on their impact on animal production.

Summary of Content and Teaching Strategies

Objective 1. Identify groups associated with **animal rights** and **animal welfare** relating their impact on production agriculture practices.

Use **MS.AI.4.2.TM.A.** to show the definitions of **animal welfare** and **animal rights**.

As we begin to take a look at how these organizations work, we first must define **animal rights** and **animal welfare**. Please capture these two definitions in your notes. When you are finished writing, please begin to think about what these definitions mean. Which resembles your attitude towards animal use and why? Be prepared to share your thoughts.

Ask for volunteers to share if they resemble **animal welfare** or **animal rights** and provide an example of why. Then have students brainstorm groups or organizations that are involved in these areas and write answers on a writing surface. If you need additional examples consult **MS.AI.4.2.TM.B.** When you have a list, students will complete a K-W-L (**MS.AI.4.2.AS.A**) regarding what they know, want to know, and learned.

Utilize the *Descartes e-Moment®*. The e-Moment has been modified slightly to fit the purpose.

When we think about these definitions, what are some examples of groups or organizations that are involved in the animal industry? Great examples! Before we take a look at what each organization does, we first must see what we already know. You will have two minutes to identify at least three things you already know about these organizations and what they do. It could be specific if you are familiar with a particular organization or it could be more general if needed. What questions are there?

Monitor students' progress as they complete the first column. Then they will move on to the "want to know" column. Have students set the K-W-L to the side, and get **MS.AI.4.2.ASSESS.A.** Students will be using the Internet to further investigate the purposes of several organizations as well as classifying them if they are more of an **animal rights** group or **animal welfare**.



Lesson Number: MS.AI.4.2

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Some organizations could be classified either way, but students will need to justify their selection. If computers and the Internet are not available, you may print off the information and post it around the room. Students may complete the Go-Get-It e-Moment to gather information.

It looks like we have a great start to what these organizations do, so now let's take a look at what you want to know. Once again you will have two minutes to identify three things you want to know about the groups. You may begin completing the "W" column.

When I say ZOO, you will have ten minutes to get to a computer and use the Internet to answer the questions on **MS.AI.4.2.ASSESS.A**. When you have answered all of the questions, please return to your seat and complete the Learned column of your KWL. What questions are there? ZOO

If you do not have Internet access, allow the students to find the answers to the questions from printouts you have posted around the room.

We have two minutes left. Most of us should be working on the third column of our worksheet by now.

Time is up thanks for working so quickly and quietly!

Review/Summary

Think back to the ripple effect we created at the beginning of class. Some of the organizations we have studied today have a huge impact on animal agriculture. They may start a ripple effect or they may work their hardest to help decrease the effect of negative news. Your job is to continue becoming an educated consumer. If you hear about a disease outbreak do your research to ensure your safety and that of animals.

Give each student a 3x5 note card. This will be used as a "ticket out the door," meaning they must complete the card and give it to the teacher as they leave the classroom. Write the following items on a writing surface:

1. How does this relate to you?
2. Why is it important to understand the impact of **animal rights/animal welfare** on the agriculture industry?

Each of us has just received a note card. On this card, you will answer the two questions you see on the board.

This will serve as your "ticket out the door," meaning that in order for you to leave class, the questions must be completed and handed to me on your way out.

Application

Extended classroom activity:

Have students select a group or organization involved in **animal rights/welfare** and develop an information brochure showcasing information about that organization.

FFA activity:

Invite animal agriculturists be a guest speaker at an FFA meeting to discuss the importance of **animal welfare**.

SAE activity:

Explore three career opportunities in animal agriculture.

Evaluation

MS.AI.4.2.ASSESS.A

Answers to Evaluation

1. on factory farms
in laboratories
in the clothing trade
and in the entertainment industry
2. Celebrating Animals, Confronting Cruelty
3. 1987, 90 percent
4. 4,130,288 acres
5. To be the leading and most progressive, member-driven, consumer-focused beef organization in the world.
6. Answers will vary
7. PETA – AR
NPPC – AW
QU – AW
HSUS – AW



ANIMAL WELFARE

Animal welfare is a human responsibility that encompasses all aspects of animal well-being, including proper housing, management, disease prevention and treatment, responsible care, humane handling, and, when necessary, humane euthanasia.

ANIMAL RIGHTS

Animal rights is a philosophical view that animals have rights similar to or the same as humans. True animal rights proponents believe that humans do not have the right to use animals at all. Animal rights proponents wish to ban all use of animals by humans.



Animal Welfare/ Rights Organizations

Humane Society of the United States

People for the Ethical Treatment of Animals

Ducks/Quail Unlimited

National Wild Turkey Federation

WWF

State Livestock Organizations

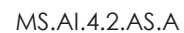
**American Society for the Prevention of Cruelty to
Animals**

National Cattlemen's Beef Association

National Pork Producers Council

American Angus Association

National Pork Board

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Name _____

Directions: Use the Internet to locate the answers to the following questions.

1. What four areas does PETA focus most of its attention?

2. What is the mission statement of HSUS?

3. The Beef Quality Assurance (BQA) program was initiated in _____ to provide cattle producers with the tools and training necessary to assure animal health and well-being as well as provide a safe, quality product. BQA principals influence the management practices of more than _____ of cattle.

4. As of January 1, 2009, how many acres in the United States have been conserved by Ducks Unlimited?

5. What is the vision statement of the American Angus Association?

6. Locate one animal welfare or animal rights organization and write three sentences about what it does.

7. Determine if the following organizations are animal rights or animal welfare organizations.

- a. PETA
- b. National Pork Producers Council
- c. Quail Unlimited
- d. HSUS