

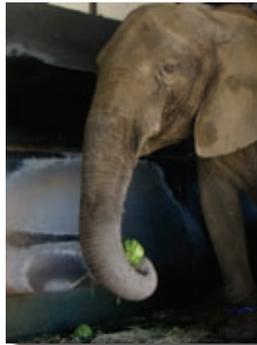
SOCIAL STUDIES – UNIT OF STUDY 5

▶ YEAR 11-12 ▶ NCEA AS90218 v3 LEVEL 1.4 ▶ EXPLAINING DIFFERING VALUES POSITIONS



CONTEXT/SETTING

The issue of 'people's changing responses to the use of animals in entertainment' enables students to demonstrate knowledge and understanding of Level 6 SSINZC and provides the opportunity to identify an issue that will generate a range of values positions.



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Conceptual understanding that underpins the issue will be explored as part of the pre-teaching. For further guidance regarding the use of Social Studies concepts see:

www.tki.org.nz/r/ncea/socstud-conceptguidenotes_28feb07.doc

For further guidance regarding the use of Social Studies perspectives see:

www.tki.org.nz/r/ncea/socstud-perspectiveguidenotes_28feb07.doc

Note: Check TKI NCEA support material page for updates.

Resources for pre-teaching of this issue can be found on page 33.

The assessment task below is part of a study into:

- 1) Identifying changes in people's understanding of marine mammals and great ape species over the last half century.
- 2) Exploring the emergence of people's philosophies about animal rights and involvement in animal rights movements over that time.
- 3) Describing the changes that these developments have brought about in people's attitudes within New Zealand society.

LEVEL 6 STRAND ACHIEVEMENT OBJECTIVES

Time, Continuity and Change (Achievement Objective 6.1) and Culture and Heritage (Achievement Objective 6.1).

PERSPECTIVES

Current issues.

CONCEPTS

That are derived from the Level 6 Achievement could include: beliefs, change, perception, customs and traditions, values, aspirations, identity, interpretation, past, present and future, interrelationships, ideas, forces and movements.

SETTINGS

New Zealand.

CONDITIONS

Tasks to be completed in class time with teacher supervision. This should require two periods of class time. Tasks are to be completed in class under test conditions.

RESOURCE REQUIREMENTS

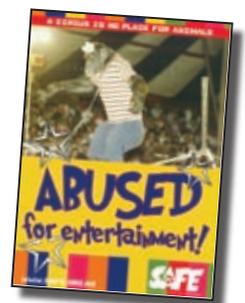
- ▶ Each student needs a copy of *Animals on Show* and the answer templates.

ADDITIONAL INFORMATION

Teachers are directed to the Explanatory Notes of Achievement Standard 90218 v3.

PRIOR TEACHING AND LEARNING

Students will need to understand what is meant by terms such as values positions, consequences, in depth, a range, Social Studies concepts and perspectives as outlined in the Explanatory Notes for AS90218 before attempting this assessment task.



ACHIEVEMENT CRITERIA AS90218 v3 (SOCIAL STUDIES 1.4)

ACHIEVEMENT

- ▶ Explain why people hold differing values positions.
- ▶ Identify consequences for society of people holding differing values positions.

ACHIEVEMENT WITH MERIT

- ▶ Explain why people hold differing values positions.
- ▶ Describe consequences for society of people holding differing values positions.

ACHIEVEMENT WITH EXCELLENCE

- ▶ Explain, in depth, why people hold differing values positions.
- ▶ Describe, in depth, consequences for society of people holding differing values positions.

★ CLOWNING CHIMPS DANCING DOLPHINS

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TEACHING AND LEARNING ACTIVITIES



STUDENT INSTRUCTION SHEET

CONDITIONS

This is an individual classroom assessment of no more than two class periods.

Tasks are to be completed in class under test conditions.

THE ISSUE

People's responses to the use of animals in entertainment have changed. Students will:

- 1) Identify changes in people's understanding of marine mammals and great ape species over the last half century.
- 2) Explore the emergence of people's philosophies about animal rights and involvement in animal rights movements over that time.
- 3) Describe the changes that these developments have brought about in people's attitudes within New Zealand society.

Over the last fifty years our understanding of nonhuman animals has been challenged in many ways, most powerfully of all in relation to cetaceans (dolphins and whales) and great apes. Accordingly, debates over the treatment of these species provide an excellent opportunity for the study of how values are formed and negotiated, and for how social change comes about over time.

In this unit, students will study a local example of people's changing attitudes to the keeping of cetaceans and apes in captivity for purposes of entertainment. Students can choose one of the following topics and follow it through:

- a) Lola's Children: the story of the last three circus chimpanzees in New Zealand;
- b) Shona and Kelly: the story of the last two dolphins at Napier Marineland.

By researching the stories of these animals' lives, and by examining video and documentary material, students will examine the conflicting opinions about these cases, and will learn how values are negotiated, and how social change comes about.



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YOUR TASKS (see pp.34-36)

Read the **values position**, the **task instructions** and the **resource section** before starting work. Your task is to complete the following:

- 1) Explain, in depth, why people hold differing values positions.
- 2) Describe, in depth, consequences for society of people holding differing values positions.

RESOURCES

You will use a range of resources to complete these tasks (see p.33). You should use the templates provided.

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RESOURCES



CAPTIVE DOLPHINS AND WHALES

EXTENDED WRITTEN TEXTS

NON-FICTION (extracts from)

- 114 "Shamu at Sea World". *Cruising the Performative*. Jane Desmond and Philip Brett. 1995.
- 118 "Paul Spong and Skana". *Kararehe: Animals in New Zealand Art, Story and Everyday Life*. Annie Potts, Philip Armstrong and Deidre Brown. 2010.
- 119 *Whale*. Joe Roman. 2006.

SHORT WRITTEN TEXTS

MAGAZINE

- 128 "The Future of Zoos". *North & South*. Mike White, 2006.

NEWSPAPERS

- 136 "Dolphins – the Flipside of Fun". *Sunday Star-Times*. Claire Guyan. 1995.
- 138 "The Dolphin Dilemma" and "The 'Sick Culture' of Captivity". *Herald on Sunday*. Jane Phare. 2006.
- 139 "'End of an Era' as Last Dolphin Dies". *The Dominion Post*. Greer McDonald. 2008.

REPORTS

- 140 *The Case Against Marine Mammals in Captivity*. HSUS and WSPA. 2008.
- 148 *Cetaceans in Captivity*. SAFE Campaign Report. 1999.

WRITTEN AND VISUAL TEXTS

CARTOON

- 151 "Of course, you know I'd rather eat your kid than entertain him, right?" Dan Piraro. 2007.

POSTER

- 152 "Born free – let them swim free". SAFE poster. 1999.

ELECTRONIC TEXTS

- 153 *SAFE Supporter Bulletin #56*. SAFE. 2008.
- 153 *The Cove*. Oceanic Preservation Society. 2009.

VISUAL AND ORAL TEXTS ON ANIMALS & US DVD

FILM

- Lolita: Slave to Entertainment*. Rattle the Cage Productions. 2003.

CURRENT AFFAIRS

- A Mate for Kelly. *Sunday*. 2006.

CIRCUSES AND RODEOS

EXTENDED WRITTEN TEXTS

NON-FICTION (extracts from)

- 156 *Introduction to Animal Rights*. Gary Francione. 2000.

- 157 "Rodeo Horses: The Wild and the Tame". *Signifying Animals: Human Meaning in the Natural World*. Elizabeth A Lawrence, Ed. Roy Willis. 1990.

- 159 *No-One's Ark: Exotic Animals Acts in the Circus*. Tanja Schwalm. 2009.

SHORT WRITTEN TEXTS

MAGAZINES

- 167 "Rodeo: American Tragedy or Legalized Cruelty?" *The Animals' Agenda*. Eric Mills. 1990.
- 173 "Circus Campaign". 2000. *SAFE Magazine*.
- 175 "Monkeys Leave Circus". 2006. *SAFE Magazine*.
- 175 "Rodeo Cruelty: Nelson". 2006. *SAFE Magazine*.

WRITTEN AND VISUAL TEXTS

LEAFLET

- 176 "Circuses Have Their Sad Side". SAFE. 2008.

CARTOON

- 178 "That's interesting. I've always dreamed of running away and joining the jungle". Dan Piraro. 2008.

POSTERS

- 179 "From Wild Beasts to Circus Slaves". SAFE. 2002.
- 180 "Abused for Entertainment". SAFE. 2002.
- 181 "Slaves for Entertainment". SAFE. 2002.

ELECTRONIC TEXTS

- 182 *Bucktherodeo.com*. Peta.
- 182 "Rodeo Abuse". SAFE.
- 182 "Exposing the lie of the 'mean' rodeo horse". SHARK.

VISUAL AND ORAL TEXTS ON ANIMALS & US DVD

DOCUMENTARY

- Circus Suffering*. Captive Animals' Protection Society. 2002.

CURRENT AFFAIRS

- A Tale of Three Chimps. *Inside New Zealand*. 2001.
- Chimpanzee Rescue. *Holmes*. 2001.
- Christchurch International Rodeo Raises Controversy. *Campbell Live*. 2007.

NEWS ITEMS

- Buddy and Lola in New Zealand. *TV3 News*. 1999.
- SAFE airport protest against Buddy and Lola going to Samoa. *TV3 News*. 1999.
- Buddy's Blues – in Samoa. *TV3 News*. 1999.
- Saved – Buddy Goes to Sanctuary. *TV3 News*. 1999.
- Buddy in Quarantine. *TV3 News*. 1999.
- Buddy at Chimfunshi. *TV3 News*. 2000.

★ CLOWNING CHIMPS DANCING DOLPHINS

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TEACHING AND LEARNING ACTIVITIES



TASK 1 PLANNING TEMPLATE

NOTE: This task is not assessed but is invaluable in providing information for use in later tasks.

- a) Identify **at least two** people who hold differing values positions on allowing animals to be used for entertainment (in circuses, aquaria or rodeos).

Suggestions:

- ▶ a circus owner, aquarium manager or rodeo event organiser.
- ▶ an animal rights campaigner.
- ▶ a zoologist or animal behaviourist.
- ▶ a member of the public attending a circus, aquarium or rodeo.
- ▶ a circus, aquarium or rodeo employee.



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Briefly give details about the differing values positions that these people hold towards the use of animals in entertainment (circuses, zoos, aquaria or rodeos).

a) Identify people with differing values positions on the use of animals for entertainment in circuses, aquaria or rodeos.	b) Briefly outline the values positions that these people hold about allowing animals to be used as a form of entertainment in circuses, aquaria and rodeos.	Give reasons and supporting evidence.	Include Social Studies concepts and perspectives. They think this way because ...
1			
2			
3			



TASK 2 DIFFERING VALUES POSITION

EXPLAIN, IN DEPTH, WHY PEOPLE HOLD DIFFERING VALUES POSITIONS

- a) Name the person or group you wish to discuss.
- b) Identify their values position on **the use of animals for entertainment (in circuses, aquaria or rodeos)**. A values position could be: strongly agrees, strongly disagrees, agrees, disagrees, is neutral.
- c) Give reasons why they hold their values position on allowing animals to be used for entertainment (in circuses, aquaria or rodeos) using supporting evidence from the resources provided in *Animals on Show* and Social Studies concepts and perspectives.

HINT: SUPPORTING EVIDENCE MEANS TO USE DETAILS SUCH AS NAMES, DATES, PLACES, STATISTICS, QUOTATIONS

a) Name of person or group ...

b) Thinks that (include Social Studies concepts as you explain what their values position is) ...

c) Because (include Social Studies concepts as you explain why they hold this values position) ...

a) Name of person or group ...

b) Thinks that (include Social Studies concepts as you explain what their values position is) ...

c) Because (include Social Studies concepts as you explain why they hold this values position) ...

a) Name of person or group ...

b) Thinks that (include Social Studies concepts as you explain what their values position is) ...

c) Because (include Social Studies concepts as you explain why they hold this values position) ...



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TEACHING AND LEARNING ACTIVITIES

ASSESSMENT SCHEDULE: SocStud/1/4: EXPLAIN DIFFERING VALUES POSITIONS

TASK 2

The award of a grade should be a holistic decision based on the balance of evidence submitted for the whole standard. Assessors should use the schedule in making their judgement.

JUDGEMENTS FOR ACHIEVEMENT	JUDGEMENTS FOR ACHIEVEMENT WITH MERIT	JUDGEMENTS FOR ACHIEVEMENT WITH EXCELLENCE
<p>STUDENTS WILL ...</p> <p>Explain why people hold differing values positions.</p> <p>Explain means students will support their ideas with reasons, using Social Studies concepts and supporting evidence.</p>		<p>STUDENTS WILL ...</p> <p>Explain, in depth, why people hold differing values positions.</p> <p>In depth means students will support their ideas with reasons, using Social Studies concepts, perspectives and supporting evidence.</p>
EVIDENCE STATEMENTS FOR ACHIEVEMENT	EVIDENCE STATEMENTS FOR ACHIEVEMENT WITH MERIT	EVIDENCE STATEMENTS FOR ACHIEVEMENT WITH EXCELLENCE
<p>STUDENTS WILL ...</p> <p>Explain why people hold differing values positions about the use of animals for entertainment in circuses, aquaria or rodeos.</p> <p>Explain means students will support their ideas with reasons, using Social Studies concepts and supporting evidence.</p>		<p>Explain, in depth, why people hold differing values positions about the use of animals for entertainment in circuses, aquaria or rodeos.</p> <p>In depth means students will support their ideas with reasons, using Social Studies concepts, perspectives and supporting evidence.</p>

ASSESSMENT SCHEDULE: SocStud/1/4: EXPLAIN DIFFERING VALUES POSITIONS

TASK 3

JUDGEMENTS FOR ACHIEVEMENT	JUDGEMENTS FOR ACHIEVEMENT WITH MERIT	JUDGEMENTS FOR ACHIEVEMENT WITH EXCELLENCE
<p>STUDENTS WILL ...</p> <p>Identify consequences for society of people holding differing values positions.</p> <p>Identify consequences means students will clearly state consequences using Social Studies concepts.</p>	<p>STUDENTS WILL ...</p> <p>Describe consequences for society of people holding differing values positions.</p> <p>Describe consequences means students will give a detailed account using Social Studies concepts and supporting evidence.</p>	<p>STUDENTS WILL ...</p> <p>Describe, in depth, consequences for society of people holding differing values position.</p> <p>Describe in depth, means students will give a detailed account using Social Studies concepts, perspectives and supporting evidence.</p>
EVIDENCE STATEMENTS FOR ACHIEVEMENT	EVIDENCE STATEMENTS FOR ACHIEVEMENT WITH MERIT	EVIDENCE STATEMENTS FOR ACHIEVEMENT WITH EXCELLENCE
<p>STUDENTS WILL ...</p> <p>Identify consequences for society of people holding differing values positions about the use of animals for entertainment in circuses, aquaria or rodeos.</p>	<p>STUDENTS WILL ...</p> <p>Describe consequences for society of people holding differing values positions about the use of animals for entertainment in circuses, aquaria or rodeos.</p>	<p>STUDENTS WILL ...</p> <p>Describe consequences for society of people holding differing values positions about the use of animals for entertainment in circuses, aquaria or rodeos.</p>