

ENGLISH | UNIT OF STUDY 4

* Year 12 * NCEA AS91105 * Level 2.8 * Credits 4 * Duration 3 Weeks

- THIS UNIT**
- Supports internal assessment for Achievement Standard 91105
 - Uses information literacy skills to form developed conclusion(s) about a factory farming topic

Unlocking Factory Farms

Use information literacy skills to complete an inquiry and form developed conclusions on the factory farming of animals

TEACHER GUIDELINES

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 91105. The achievement criteria and the explanatory notes contain information, definitions and requirements that are crucial when interpreting the standard and assessing students against it.

CONTEXT/SETTING

This activity requires students to complete an inquiry into a topic linked to a written, visual or oral text relating to the factory farming of animals.

The purpose of the inquiry is to give students a context through which to demonstrate their information literacy skills and the formation of developed, convincing and perceptive conclusions from their investigation.

For this assessment the context for the inquiry is factory farming of animals. Factory farming is a topic which crosses multiple subject areas that can be investigated individually or in regard to how they interrelate:

- Biological – relating to the animals on factory farms (physical and psychological deprivation).
- Economic – relating to the economic justifications for factory farming (affordable for the public, profitable for the producer).
- Legal – relating to the legislation that protects or (in the case of factory farming) fails animals.
- Political – relating to the differing political opinions on factory farming.
- Cultural – relating to the differing opinions within society (farmers, producers, media, politicians, activists, the general public, academics, artists).
- Linguistic – relating to the jargon/language used by farmers and producers, the general public and animal activists.

Underpinning all of these social issues is the question of ethics (which is elaborated on in the Student Instructions).

Over the past 20 years the opposition to factory farming in New Zealand and overseas has gained momentum. This is likely to be due to a range of factors: a better scientific understanding of the psychological and physical needs of animals; the rise of the animal rights movement; exposure of what happens on factory farms (as a result of technological advances such as the internet and YouTube); and political pressure internationally to improve animal welfare conditions and legislation.

A wide range of texts is available on this topic and a selection has been provided with this lesson.

NOTE: Students are not limited to this selection, but self-chosen texts may need to be approved.



CONDITIONS

This is an individual activity. As part of your class programme, you will model key parts of the inquiry process with students to ensure they are aware of the need to focus on the process. You will also model the process of integrating existing knowledge with new learning to create new ideas and knowledge and to form developed conclusions from this knowledge.

You will guide students through the inquiry on a factory farming related issue. Acceptable guidance would be teaching interventions focused on revisiting the development of information literacy skills at critical points in the process.

Students are expected to form questions independently and then to seek, locate, select, record and evaluate information themselves. It is also essential that students express new understandings independently. In other words, the understandings expressed in the final product must be the students' own work. See the *Conditions of Assessment* guidelines for comments on developing and practising the skills required, use of modelling and scaffolded practice, assembling evidence, and independent student work.

Ensure that students lead the process of their individual inquiry. Students may collect information in and out of class time. Students can reframe their inquiry questions, if required, as part of the process. You will need to oversee the process, including implementing checkpoint procedures, to ensure authenticity of students' work. Research notes, including the data evaluation and self-evaluation charts, could be checked during the process.

Students can present their findings in written, oral or visual form.

RESOURCE REQUIREMENTS

Students will select their own texts relating to the issue of factory farming as part of their inquiry. These texts may be written, oral and/or visual. A range of texts on factory farming is available in this textbook.

Access to opinion writing (columnists and editorials), recording equipment, computers, the library and information technologies is required.

ADDITIONAL INFORMATION

The mode in which students present their conclusions may be assessed against other standards such as writing and oral presentation standards. Wherever such integration between different parts of the programme occurs, teachers must ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. In all such cases, teachers should refer closely to each relevant standard including the explanatory notes and the *Conditions of Assessment* guidelines.

The assessment activity is based around the concept of 'guided inquiry': www.cissl.rutgers.edu/guided_inquiry/introduction.html

Useful websites to use with students to scaffold the teaching of information literacy skills include:

- www.lib.colostate.edu/tutorials/share/
- www.readwritethink.org
- EPIC: www.tki.org.nz/r/epic [school user name and password needed]
- INNZ: www.tki.org.nz/e/tnz/innz [school user name and password needed].

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student uses information literacy skills to form developed conclusion(s) about a factory farming topic by:</p> <ul style="list-style-type: none"> • framing the inquiry around an issue discussed in a published piece of writing • selecting and using appropriate strategies for locating and processing information • evaluating the reliability and usefulness of the selected information in relation to the inquiry • creating and building conclusions based on information gathered in the inquiry. Conclusion(s) may include the expression of an opinion or judgement, reaching a decision or suggesting a solution. All conclusions must be linked to the purpose of the inquiry. 	<p>The student uses information literacy skills to form convincing developed conclusion(s) about a factory farming topic by:</p> <ul style="list-style-type: none"> • framing the inquiry around an issue discussed in a published piece of writing • selecting and using appropriate strategies for locating and processing information • evaluating the reliability and usefulness of the selected information in relation to the inquiry • creating and building reasoned and clear conclusions based on information gathered in the inquiry. Convincing conclusion(s) may include the expression of an opinion or judgement, reaching a decision or suggesting a solution. All conclusions must be linked to the purpose of the inquiry. 	<p>The student uses information literacy skills to form perceptive developed conclusion(s) about a factory farming topic by:</p> <ul style="list-style-type: none"> • framing the inquiry around an issue discussed in a published piece of writing • selecting and using appropriate strategies for locating and processing information • evaluating the reliability and usefulness of the selected information in relation to the inquiry • creating and building insightful and/or original conclusions based on information gathered in the inquiry. Perceptive conclusion(s) may include the expression of an opinion or judgement, reaching a decision or suggesting a solution. All conclusions must be linked to the purpose of the inquiry.

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Unlocking Factory Farms

Use information literacy skills to complete an inquiry and form developed conclusions on the factory farming of animals

INTRODUCTION

This assessment activity requires you to carry out an independent inquiry into the ideas behind an article relating to the factory farming of animals. You will gather information and ideas from a range of sources in order to draw and present developed conclusions.

You are going to be assessed on how you use information literacy skills to form perceptive conclusions about the topic of your selected article. Your conclusion(s) need to be based on the information you have gathered and must be clearly connected to the purpose of the inquiry. You can express your conclusion(s) as opinions, judgements or possible decisions.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and allow you to achieve success in this standard.

Factory farming is a term used to describe the industrialised commercial farming of animals.

TEACHER NOTE

Read the student instructions and modify them if necessary to suit your students.



FACTORY FARMING OVERVIEW

Factory farms first appeared in the 1950s. Pig and chicken producers borrowed ideas and systems developed during the industrial revolution. The assembly line, which was first developed in the early 1900s to mass-produce cars (then adapted by the slaughterhouse to kill and disassemble animals), was applied to factory farming. Animals already part of the slaughterhouse assembly line were taken indoors and ‘mechanised’ into units of production.

Chickens and pigs were treated to a new style of farming inside large, windowless sheds. There is not a speck of grass or ray of sunlight to be seen. This reality is far removed from storybook ideas of farming and no doubt inspired the dystopian movie *The Matrix* in which humans are farmed as energy units.

The factory ‘farmer’ is an expert in automated lighting and feeding, and genetic manipulation and egg collection systems. Animal welfare is a secondary concern.

Thousands of layer hens and hundreds of pigs are typically confined in cages or crates, while millions of meat chickens live out their short lives in densely packed broiler sheds. This mass production system is focused on maximising egg and meat production at minimum cost and maximum profit to the corporation.

The animals most commonly factory farmed are chickens and pigs. Globally over 70 billion poultry are farmed and killed each year for their meat and eggs¹ (broken down, that's 192 million chickens per day – eight million per hour) and over 900 million pigs.²

New Zealand factory farms around 100 million meat chickens, three million layer hens and 30,000 sows in farrowing crates each year.

For decades the public were not aware of the conditions animals on factory farms lived in – but in the 1970s, with the rise of the animal rights movement, questions started to be asked and the treatment of animals exposed. In New Zealand, animal advocacy groups started to actively campaign on the issue of factory farming in the 1990s and continue to do so today.

1. United Poultry Concerns www.upc-online.org/slaughter/92704stats.htm (retrieved 7 April 2015)

2. ‘Livestock production: recent trends, future prospects’. The Royal Society Publishing 2010 www.rstb.royalsocietypublishing.org/content/365/1554/2853 (retrieved 14 April 2015)

TASK

You need to meet the checkpoints set by your teacher during your study.

PART 1: CHOOSE A FACTORY FARMING TOPIC

Read through a range of articles, editorials, columns and/or feature articles about the factory farming of animals.

See the suggested resources on pages 54-56.

The topic of factory farming touches on a range of social issues that can be investigated in this assessment:

- Biological – relating to the animals on factory farms (physical and psychological deprivation).
- Economic – relating to the economic justifications for factory farming (affordable for the public, profitable for the producer).
- Legal – relating to the legislation that protects or (in the case of factory farming) fails animals.
- Political – relating to the differing political opinions on factory farming.
- Cultural – relating to the differing opinions within society (farmers, producers, media, politicians, activists, the general public, academics, artists).
- Linguistic – relating to the jargon/language used by farmers and producers, the general public and animal activists.

Underpinning all of these social issues is the question of ethics:

- Is it ethical to farm animals in conditions that deprive them of some of the most basic physical and psychological requirements for a fulfilling and meaningful life (and that contravene the protections afforded to them by law)?
- Should economic considerations (for producers and consumers) take precedence over the suffering of animals in factory farms?
- Is our legal system capable of, or willing to, protect the most vulnerable and heavily exploited species in our society?
- How do politicians prioritise animal welfare against the societal, legal, economic and commercial elements of factory farming?
- What kinds of opinion do different sectors of society have about factory farming (consumers, producers, animal activists, politicians)?
- In what ways does the use of language influence our attitude towards animals? For example, producers on factory farms refer to animals as 'products' while animal activists refer to them as 'beings'.

TASK CONTINUED

PART 2: FRAME YOUR INQUIRY

Identify and record the facts and opinions expressed in the example you have selected.

Draw on your own knowledge, as well as the knowledge of others, to build your background understanding of the issue.

Formulate effective key questions to help you explore and draw conclusions about the focus of your inquiry.

PART 3: SELECT AND USE APPROPRIATE STRATEGIES TO LOCATE AND PROCESS INFORMATION

Skim and scan a range of other texts/sources for relevant material about your key questions.

Make notes of key information and evaluate the information you have gathered (i.e. how useful and/or accurate it is). Make sure you reference your sources.

TEACHER NOTE

See page 50 for an example of a data chart for students to use when gathering and evaluating their information.

Support students to choose a suitable format for their final presentation so they can work within their areas of strength.

PART 4: DEVELOP YOUR CONCLUSIONS

Using the information you have gathered, form perceptive, developed conclusions related to the purpose of your inquiry and the original source article. To do this, you need to create new ideas/knowledge/understandings based on the information you have found.

You could do this by: expressing an opinion, questioning or challenging ideas, making a judgement after weighing the value of evidence from different sources or different points of view, reaching a decision, suggesting a solution and/or making recommendations for the future.

PART 5: PRESENT THE RESULTS OF YOUR INQUIRY

Present your findings in written, oral or visual form, or use a combination of these methods. You can use presentation software to create illustrations, diagrams or video to support your work. Ensure that your final presentation includes:

- detailed evidence that you have used key information literacy skills
- references for all gathered information
- evidence that your conclusions are based on gathered information
- developed, perceptive conclusions for all your key questions.

See pages 51-53 ‘Guidelines about your process’ for some ideas about how you might carry out these steps.



EXAMPLE OF A DATA CHART (from *Animals & Us: Battery Hen Farming in New Zealand* p.46)

		Key questions		
Date	Sources	What words and terms are used in reference to battery hen farming?	What effects do these words have on attitudes to the birds in battery farms?	How are these ways of using language challenged by opponents of battery hen farming?
	Peter Singer, <i>Animal Liberation</i> , 2nd edn, Thorsons, 1991	Hen described by poultry industry leader as an 'egg production machine'	Industrial farming views animals as resources rather than as living beings	
	Jeffrey Masson, <i>The Pig Who Sang to the Moon</i> , Ballantine, 2003	People 'seem to feel uncomfortable using "he" or "she" to refer to a chicken'		Argue that referring to chickens as 'he' or 'she' rather than 'it' would remind us that these are birds with individual sensations and feelings
	Jeffrey Masson, <i>The Pig Who Sang to the Moon</i> , Ballantine, 2003			Gives example of the 'all purpose insult – birdbrain' – implies chickens are too unintelligent to be worthy of concern
	Jeffrey Masson, <i>The Pig Who Sang to the Moon</i> , Ballantine, 2003	'End-of-lay' and 'spent hen' as the terms for chickens that are no longer regular egg producers	Neutral-sounding term functions as a euphemism: obscures the fact that these birds are slaughtered although they are still relatively young	
	Animal Welfare Act 1999; Karen Peterson and Anthony Terry, <i>SAFE Submission on Draft 10 of the Animal Welfare (Layer Hens) Code of Welfare 2002</i>	Key terms: 'normal patterns of behaviour', 'good practice', 'scientific knowledge'	Examples of terms that can be understood in different ways: poultry industry and animal advocates will argue about their meaning	
	Michael Morris, 'Life in a Cage: Science Say Chooks Should Run Free', <i>Organic NZ</i> , January/February 2005	Public concerns about battery hen farming dismissed as 'unscientific'	Debate about what the term 'scientific' actually means in the context of battery hen debates	
	Hans Kriek, media release: 'Minister Challenged over Abusive Battery Hen and Pig Codes'	'a life of hell and continued abuse'		Such phrases are used to counter the euphemistic jargon of battery hen industry
	'Behind Bars', <i>60 Minutes</i> , 1993; TV current affairs item	Phrases used on packaging of eggs: 'Happy Hens', 'Country Fresh', 'Farm Fresh'	Obscures the treatment of the birds that produced the eggs	Challenge to label eggs in ways that make clear whether they are from free-range or battery hens

A data chart is a useful way of organising material you have selected as you prepare to write your report.

EVALUATION

Look back at the information you have assembled.

- Have you kept to your topic?
- Have you answered your key questions?
- Should you adapt any key questions, given the nature of the information you have found?
- Have some resources been more useful than others?
- Have any issues or questions arisen from your investigation which you should mention in your report?

GUIDELINES ABOUT YOUR PROCESS

INFORMATION LITERACY SKILLS

Information literacy skills include:

- framing your inquiry, identifying the area for investigation and posing questions
- understanding and using keyword strategies
- finding information from a range of sources
- using scanning and skimming to select relevant resources and information, and making notes
- evaluating the reliability of your sources and information.

CHOOSING YOUR TOPIC

The *Animals in Factory Farms* textbook provides a range of material about the factory farming of animals. Other useful sources include newspapers, magazines, databases, online articles and libraries.

The issue on which you finally decide to base your inquiry needs to have enough scope to allow you to find a range of information or viewpoints about it. By choosing an issue that is controversial and supports several viewpoints, you will have a richer source of material from which to form your perceptive developed conclusions.

Examples of possible factory farming topics include:

- **Text:** *Bleating Hearts: The Hidden World of Animal Suffering* by Mark Hawthorne
Topic: Exploring animal sentience and the ethics of farming animals for food
- **Text:** *Chicken* by Annie Potts
Topic: Considering the evolution of factory farming and the pain and suffering of animals in factory farms
- **Text:** *Animal Law in Australasia* edited by Peter Sankoff, Steven White and Celeste Black
Topic: Considering animal welfare law and factory farming
- **Text:** *Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy* by Matthew Scully
Topic: The balance of power between human and non-human animals
- **Text:** *In Defense of Animals: The Second Wave* edited by Peter Singer
Topic: Exploring the treatment of animals as 'living machines'.

Examples of other current topics which could be the subject of an investigation include:

- economics vs animal welfare
- political attitudes towards factory farming
- public opinions of factory farming.

Once you have selected an article and decided on the issue for your investigation, you can embark on the inquiry process.



GUIDELINES ABOUT YOUR PROCESS CONTINUED

FRAMING YOUR INQUIRY

You may already have some information from your text that is relevant.

Build background knowledge by skimming and scanning a few sources that may be used in your research.

Discuss your chosen topic with friends and family to see what views they have.

Write out the points of view you have collated.

Be careful to identify the difference between a statement and a question while researching your topic and framing your inquiry.

Examples of a statement and a question using the ‘An activist’s experience of social action – animal activism against factory farming’ topic:

‘Activism on behalf of animals kept in factory farms is needed if our society is to make positive and effective change for animals in the future.’ (statement)

‘How does animal activism help animals in factory farms?’ (question)

SELECTING AND USING APPROPRIATE STRATEGIES TO LOCATE AND PROCESS INFORMATION

Your key questions need to show evidence that you understand effective questions. For example, questions should be open and unbiased, and invite interpretation rather than recall.

Examples of questions that look at the *how* and *why* of an issue or that consider the extent of something, based on the proposition (such as ‘Activism on behalf of animals kept in factory farms is needed if our society is to make positive and effective change for animals in the future’), could include:

- How does animal activism help animals in factory farms?
- What conditions on factory farms cause the most pain and suffering for animals?
- Why do animal activists need to campaign to help animals in factory farms?
- In what ways is our society failing animals in factory farms?

You may need to change your questions later or modify them in some way. Think of the order of your questions too. Some naturally come before others.

Investigate **keyword refining strategies**. For example, list six combinations of keywords or search items that you could use to search for information to answer your key questions.

Search for information using your key questions in at least **six different sources**.

You must select the sources and they may be selected from written, oral and/or visual texts. You should use at least two different types of source. Possible sources could include:

- books in the school library
- articles in databases accessible through the school library, such as EPIC and INNZ
- material on the internet
- current or archived reviews
- archived magazines, which may be available in the school’s information file
- DVDs of documentaries or film adaptations of the text
- an interview with someone who has knowledge of your topic or an opinion relevant to your topic.



GUIDELINES ABOUT YOUR PROCESS CONTINUED

Skimming and scanning means that you:

- choose other texts which are also likely to have useful information to answer at least one of your questions
- highlight or make notes about relevant ideas, words and phrases as you scan.

You could draw up an information organiser to record the results of your inquiry.

Assess how useful and/or accurate your information is. You could draw up a chart and record evidence of the evaluation of your sources and the information you have found. Your teacher may provide an example to guide you.

SELF-EVALUATION – CHECKING YOUR STEPS

Use a check method to confirm that you have provided evidence to your teacher of all the steps in the inquiry process.

Your teacher may provide some examples to guide you. Your teacher will check your self-evaluation.

PRESENTING THE RESULTS OF YOUR INQUIRY

You can present your findings in written, oral or visual form. Ask your teacher for guidance.

Make sure that the steps of your inquiry process and your developed conclusions are evident. Whichever method you choose, you must show that you have:

- framed your inquiry
- developed questions to explore your focus area
- used information literacy skills effectively
- presented developed conclusions.

Examples of how you might present your developed conclusions include:

- Written form:** research report, letter to the author/director, blog, wiki.
- Oral form:** speech to your class supported with computer-aided display, seminar presentation, podcast, radio programme.
- Visual form:** poster combining visual and written text, use of computer program such as Prezi, film, multimedia text.



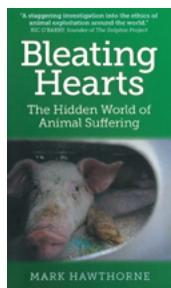
RESOURCES

Students may use texts from other units of Animals & Us Issue 5: Animals in Factory Farms

EXTENDED WRITTEN TEXTS

Non-Fiction (extracts from)

p. 77 Hawthorne, Mark.



Bleating Hearts: The Hidden World of Animal Suffering.
Changemaker Books (2013)

p. 85 Potts, Annie.

Chicken.
Reaktion Books (2012)

p. 88 Sankoff, Peter, White, Steven and Black, Celeste (eds).

Animal Law in Australasia.
The Federation Press (2013)

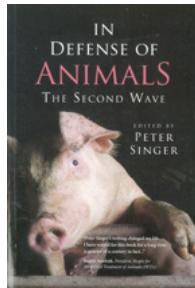
p. 99 Scully, Matthew.

Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy.
St Martin's Press (2002)

p. 101 Simmons, Laurence and Armstrong, Philip (eds).

Knowing Animals.
Brill (2007)

p. 104 Singer, Peter (ed).



In Defense of Animals: The Second Wave.
Wiley Publishing (2006)

SHORT WRITTEN TEXTS

Blog

p. 110 SAFE.
'Colony Cage Con' (2014)

Journal

p. 120 Loveridge, Alison.
'Changes in Animal Welfare Views in New Zealand: Responding to Global Change'.
Society & Animals (2013)

Newspapers (texts from Unit 1)

p. 147 **Manawatu Standard**
'Piggery practice legal but not acceptable'. Editorial.
Cummings, Michael. 20 May 2009.
The power of publicity may have just saved tens of thousands of pigs in this country from a tormented life that was only ever made possible by the indifference of the pork industry, and the ignorance of everybody else.

p. 151 **The New Zealand Herald**
'Writing on the wall for sow stalls'. Editorial. 25 May 2009.
The Agriculture Minister, David Carter, wants to issue a new welfare code for pigs by the end of the year. This, indeed, may be necessary to prevent a sizeable drop in the purchase of Christmas hams this December.

p. 152 **Rodney Times**
'Pig farming rules a legal cruelty'. Opinion. Booth, Pat. 26 May 2009.
Just about everyone's a loser in the great pork controversy. Particularly the pigs. A few influential humans look and sound unthinking/irresponsible/inhumane in varying degrees.

WRITTEN AND VISUAL TEXTS

Cartoons

- p. 191 Williamson, Tom.
'Secret Origin. Holy Cow! No. 3'.
SAFE (2005)
- p. 192 Williamson, Tom.
'The Price of Cheap Pork. Holy Cow! No. 1'.
SAFE (2005)
- p. 193 Williamson, Tom.
'Beyond the Egg. Holy Cow! No. 2'. SAFE (2005)

VISUAL AND ORAL TEXTS ON DVD

Educational Videos

- **SAFE Inc Love Pigs Campaign (19 Nov 2009)**
Factory Farmed Pigs in New Zealand – The Price of Pork (9 min 46 sec)
Narrated by award-winning actor Robyn Malcolm, the 10-minute documentary-styled presentation makes compelling arguments against factory farming. Robyn takes us through how pregnant sows are cruelly treated inside sow stalls and farrowing crates, and just what happens to the young piglets destined to become pork.

This film was produced in 2008 as part of SAFE's campaign against factory pig farming. In 2010 the New Zealand Government introduced a phase-out of sow stalls after SAFE's campaign attracted widespread public support. Sow stalls could be used for the first four weeks of the sow's pregnancy and were completely banned in December 2015. Sows continue to suffer in farrowing crates, and fattening pigs can still be kept in barren overcrowded pens.

- **SAFE Inc (19 Nov 2012) Stop Factory Farming** (8 min 41 sec)
- **SAFE Inc (6 Apr 2016) Colony** (1 min 31 sec)

Current Affairs (Pigs)

- **Sunday, TV1 (17 May 2009) If Pigs Could Talk (Part 1)**
(10 min 59 sec)
- **If Pigs Could Talk (Part 2)**
(7 min 8 sec)
- **If Pigs Could Talk (Part 3)**
(8 min 36 sec)
- *Mike King – stand-up comic, TV frontman and previously the face of the New Zealand pork industry – accuses the industry he once represented of legalised cruelty to pigs.*

OTHER RESOURCES (not in textbook)

EXTENDED WRITTEN TEXTS

Non-Fiction

- Singer, Peter. *Animal Liberation*. Harper Collins Publishing (2002)
- Mason, Jim and Singer, Peter. *Animal Factories*. Crown Publishers (1980)
- Safran Foer, Jonathan. *Eating Animals*. Little, Brown and Company (2009)
- Amey, Catherine. *Clean, Green and Cruelty Free?* Rebel Press (2008)
- Patterson, Charles. *Eternal Treblinka*. Lantern Books (2002)
- Wadiwel, Dinesh. *The War against Animals*. Brill (2015)

Fiction

- Levandoski, Rob. *Fresh Eggs*. The Permanent Press (2015, e-book) www.amazon.com/Fresh-Eggs-Rob-Levandoski-ebook/dp/B00WFNRN82/ref=sr_1_2?ie=UTF8&qid=1452733299&sr=1-2&keywords=levandoski
- Pardoe, Vicki. *Cooped Up: A Factory Farm Novel*. (2014, e-book) www.amazon.com/COOPED-UP-Factory-Farm-Novel-ebook/dp/B00K1J4O84

SHORT WRITTEN TEXTS

Blogs

- 'Five caged hen facts the Industry doesn't want you to know' (4 April 2015) www.safenewzealand.org/2015/04/04/five-caged-hen-facts/ Retrieved 13 April 2015
- 'Ban the Ham' (11 December 2014) www.safenewzealand.org/2014/12/11/ban-the-ham/ Retrieved 13 April 2015
- 'Nine things they don't want you to know about factory farming' (20 May 2014) www.safenewzealand.org/2014/05/20/nine-things-they-dont-want-you-to-know-about-factory-farming/ Retrieved 13 April 2015

Graphic Novels

- Coe, Sue and Cockburn, Alexander. *Dead Meat*. Four Walls Eight Windows (1996)
- Coe, Sue. *Cruel: Bearing witness to animal exploitation*. OR Books (2012)

Journal

- Thornton, Philip. *Livestock production: recent trends, future prospects*. The Royal Society Publishing (2010) www.rstb.royalsocietypublishing.org/content/365/1554/2853
Retrieved 14 April 2015

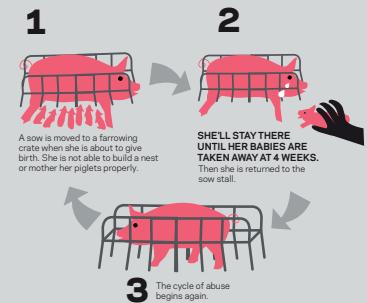
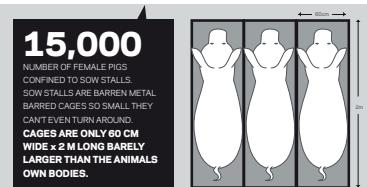
WRITTEN AND VISUAL TEXTS

Infographics

- SAFE Inc *The Real Cost of Factory Farmed Chicken* www.safe.org.nz/sites/default/files/SFFCostofChicken_0.pdf
- SAFE Inc *Pork Factory Farmed Production Horror* www.safe.org.nz/sites/default/files/PIGS%20infographic_0.pdf
- SAFE Inc *Caged Hen Cruelty* www.safe.org.nz/sites/default/files/SFFCagedHenINFOG.pdf
Retrieved 17 April 2015

Websites

- SAFE (Layer hens) www.safe.org.nz/issue/factory-farming-layer-hens
Retrieved 13 April 2015
- SAFE (Pigs) www.safe.org.nz/issue/factory-farming-pigs
Retrieved 13 April 2015
- SAFE (Meat chickens) www.safe.org.nz/issue/factory-farming-meat-chickens
Retrieved 13 April 2015
- United Poultry Concerns (Battery hens) www.upc-online.org/battery_hens/
Retrieved 13 April 2015
- United Poultry Concerns (Broiler chickens) www.upc-online.org/broiler/
Retrieved 13 April 2015



EVEN AFTER THIS DATE FARROWING CRATES WILL STILL BE LEGAL, MEANING SOWS WILL STILL BE CRUELLY CONFINED FOR AROUND **10 WEEKS PER YEAR**.

HOWEVER
SOW STALLS WILL STILL BE IN USE UNTIL 2016

67% of farmers use farrowing crates



5 YEARS
AGE AT WHICH A SOW IS CONSIDERED USELESS
HER LIFE SPENT CONFINED TO PRODUCE PIGLETS, SHE'S THEN SENT OFF TO SLAUGHTER

PIGLETS - FARMED FOR PORK

4 weeks old
Age at which piglets are removed from their mother. In the wild they'd wean at 17 weeks and females would spend their lives with their social group.

800,000 PIGLETS KILLED EACH YEAR IN NZ

Many of them fattened up in dark, concrete pens, lifeless and bored in their overcrowded conditions they bite each others tails.

16 WEEKS
Age piglets are sent to slaughter
Naturally they would live up to 15 years

PIGS ARE CLEVERER THAN A 3 YEAR OLD CHILD
Life on a factory farm, for these highly intelligent and curious animals is torture. They suffer boredom, stress and depression living in such cramped and barren environments.

WILD PIGS WOULD SPEND 75% OF THEIR DAY FORAGING
For factory farmed pigs kept in concrete pens, life is a constant deprivation of their most basic needs: fresh air, sunlight, mud baths and soft bedding.

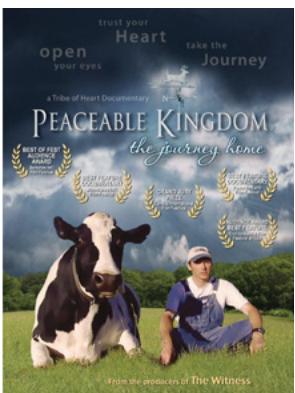
42% OF PIG PRODUCTS SOLD IN NZ IS IMPORTED FROM OTHER COUNTRIES WHERE PIGS ARE KEPT IN SIMILAR INTENSIVE FARMING CONDITIONS

OTHER RESOURCES (not in textbook) CONTINUED

VISUAL AND ORAL TEXTS

Documentary Films

- **A Tribe of Heart**
Peaceable Kingdom (2004) 1 h 18 min

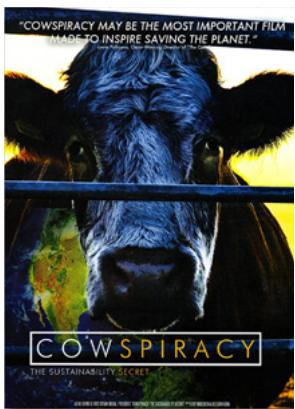


A riveting story of transformation and healing, PEACEABLE KINGDOM: THE JOURNEY HOME explores the awakening conscience of several people who grew up in traditional farming culture and who have now come to question the basic assumptions of their way of life.

www.peaceablekingdomfilm.org/home.htm
Retrieved 13 April 2015



- **Kip Andersen and Keegan Kuhn**
Cowspiracy (2014) 1 h 25 min



Cowspiracy: The Sustainability Secret is a groundbreaking feature-length environmental documentary following intrepid filmmaker Kip Andersen as he uncovers the most destructive industry facing the planet today – and investigates why the world's leading environmental organisations are too afraid to talk about it.

www.cowspiracy.com/about/
Retrieved 13 April 2015

- **Shaun Monson**

Earthlings (2005) 1 h 35 min

Earthlings is a 2005 American documentary film about humankind's total dependence on animals for economic purposes. Presented in five chapters (pets, food, clothing, entertainment and scientific research), the film is narrated by Joaquin Phoenix, featuring music by Moby, and was written, produced and directed by Shaun Monson.

www.earthlings.com/
Retrieved 13 April 2015

- **Mark Devries**

Speciesism 2013 (1 h 34 min)

Modern farms are struggling to keep a secret. Most of the animals used for food in the United States are raised in giant, bizarre 'factory farms', hidden deep in remote areas of the countryside. Speciesism: The Movie director Mark Devries set out to investigate. The documentary takes viewers on a sometimes funny, sometimes frightening adventure, crawling through the bushes that hide these factories, flying in airplanes above their toxic 'manure lagoons', and coming face-to-face with their owners.

www.speciesismthemovie.com/
Retrieved 13 April 2015

- **Robert Kenner**

Food, Inc 2008 (1 h 34 min)

Food, Inc exposes America's industrialised food system and its effect on our environment, health, economy and workers' rights.

www.takepart.com/foodinc
Retrieved 13 April 2015

Activist Videos

- **PETA**

Meet your meat (2002) 11 min 34 sec

In a moving narration, actor and activist Alec Baldwin exposes the truth behind humanity's cruellest invention – the factory farm.

www.peta.org/videos/meet-your-meat/
Retrieved 13 April 2015

- **Media That Matters**

The Meatrix 2003 (3 min 58 sec)



When The Meatrix® launched in November 2003, the viral film broke new ground in online grassroots advocacy, creating a unique vehicle by which to educate, entertain and motivate people to create change. The Meatrix movies, now a series, have been translated into more than 30 languages and are one of the most successful online advocacy campaigns ever – with well over 30 million viewers worldwide.

www.youtube.com/watch?v=lMOAaciER6o
Retrieved 13 April 2015

