

“CAN THEY SUFFER?”: THE HISTORY OF ANIMAL RIGHTS

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

CONTINUITY AND CHANGE 6.2

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Students will study the history of animal rights over the last three centuries in ways that demonstrate how social change comes about.

STRAND ACHIEVEMENT OBJECTIVES TO BE ASSESSED

LEARNING OUTCOMES

TIME, CONTINUITY AND CHANGE¹ 6.1:

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

Students will:

- describe the development of concern for animal suffering over the last three centuries.
- explain the beliefs and ideas about animals that lie behind this development.

TIME, CONTINUITY AND CHANGE¹ 7.1:

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

- describe the impact of these ideas in two contexts: nineteenth-century Britain and contemporary New Zealand.

TIME, CONTINUITY AND CHANGE¹ 8.1:

Ways in which present events, issues and beliefs reflect social change and continuity.

- describe the present belief system of animal advocates and how these are significant.
- explain how these belief systems have come about over time, how they influence the present and may change the future.

Inquiry

AS90272 Level 2.3

Students will:

- collect, process and communicate information about human-animal relations, science, and the humane movements of the 19th and 20th 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 human-animal relations.
- identify likely consequences of these social actions.
- identify and justify preferred action(s).

REQUIREMENTS

Settings:

Britain and 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.
- changing patterns of resource and land use.
- changing patterns of economic activity and trade.
- 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.

¹ 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 Four Stages of Cruelty

Look at the images drawn by William Hogarth during the 18th century (Graphic Witness, website links, page 31).

Use TKI: Picture Interpretation Questions (website links, page 31) to figure out what is going on in each picture, and identify the links between the various images; what are the stories behind them?

Then read Sue Coe’s account of the images (Graphic Witness, website links, page 31). How close is this to your version?

STARTER: “I Don’t Think Therefore I Ain’t”

Read the following extracts:

- “From the Letters of 1646 and 1649”, in *The Philosophical Writings of Descartes*, pp. 61-63.
- Keith Thomas, *Man and the Natural World*, pp. 118-120.
- Claude Bernard, who developed both the philosophy and many of the techniques of experimentation on live animals practised from 19th century to the present (Coral Lansbury, *The Old Brown Dog*, pp. 85-87).

- Charles Darwin, whose theory of evolution through natural selection still forms the basis of biological and environmental science (Charles Darwin, from *The Descent of Man*, pp. 54-59).

Fill in the Compare and Contrast chart on page 22.

	<p>What are the characteristics of this animal?</p> <p>How does it differ from a human?</p>
	<p>What are the characteristics of this human?</p> <p>How does it differ from a monkey?</p>

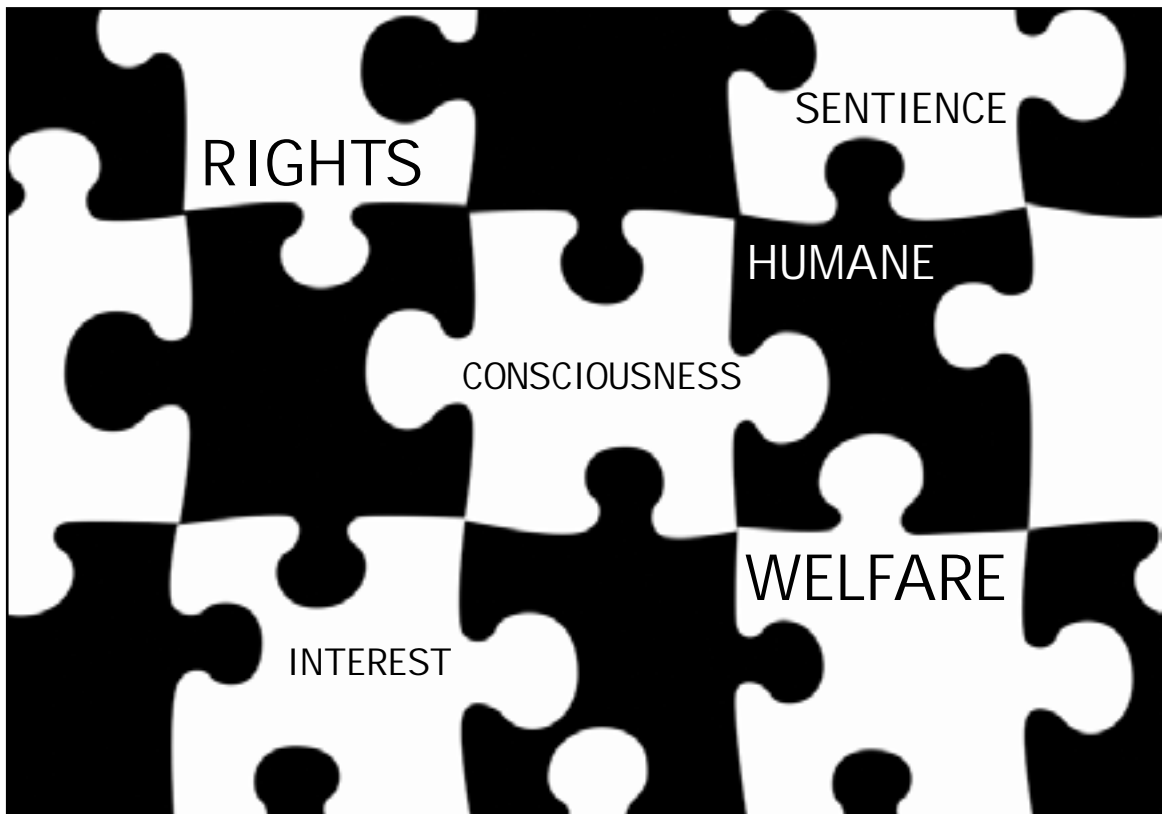
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TEACHING AND LEARNING ACTIVITIES

STARTER: Words, words.

Look up the following words in a dictionary and create a large wall Jigsaw (website links, page 31) summarising the key ideas of animal rights:



(i) Read and view a selection of the following texts and visual resources:

- Hilda Kean, from *Animal Rights: Political and Social Change in Britain since 1800*, pp. 68-84.
- Lyle Munro, “A Short History of Animal Protection”, from *Compassionate Beasts*. (Electronic Texts, p. 167).
- Richard Ryder, “Beasts of Burden, Tiers of Tyranny”, *The Animals’ Voice*, 1990, pp. 137-140.





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RESEARCH ACTIVITY

CREATE A “3 X 3 X 3 TIMELINE”:

Draw a timeline of animal rights thought over the last three centuries, marked with the following:

- 1) Three important **ideas** about animal rights.
- 2) Three **people** who made important contributions to ideas about animal rights.
- 3) Three important **causes** of the emergence of animal rights ideas and activism.

Then explain your timeline to two other students; add their findings to your own timeline.

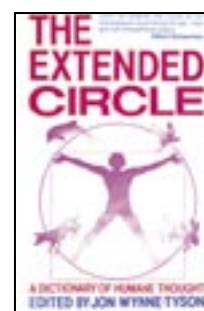
(ii) Read or view the following texts:

- Peter Singer, *Animal Liberation*, from “Jeremy Bentham, the founder ...” to “The pattern is identical in each case”, pp. 111-113.
- *Earthlings*, *Animals & Us* DVD (Films).
- Brigid Brophy quote from Jon Wynne-Tyson’s, *The Extended Circle*, p. 122.
- Richard Ryder, *Animal Revolution*, pp. 102-104, “Speciesism: The Battle of Ideas”.
- 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 the main ideas about animal rights expressed by contemporary writers.

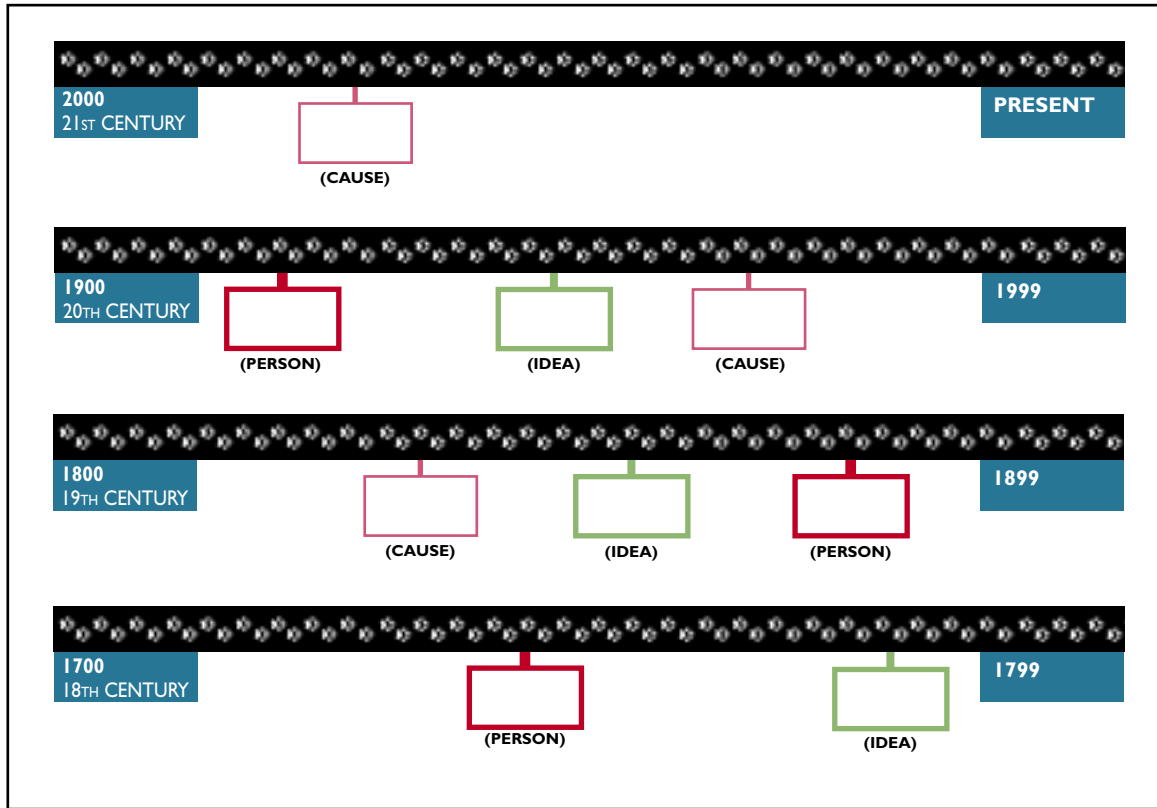
Social Decision Making

Investigate how ideas about animal rights are motivating individuals and groups in New Zealand today. Here are some places you could go to get started (website links, page 31).



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SAMPLE ANIMAL RIGHTS TIMELINE



WEBSITE LINKS: “CAN THEY SUFFER?”.

THE FOUR STAGES OF CRUELTY

Graphic Witness. Visual Arts and Social Commentary. Sue Coe, William Hogarth: The Four Stages of Cruelty. www.graphicwitness.org/coe/cruel.htm

TEACHING AND LEARNING

TKI. Picture Interpretation Questions. Social Studies Online. www.tki.org.nz/r/socialscience/curriculum/SSOL/egypt/picture_interpretation_e.php

TKI. Jigsaw. Social Studies Online. www.tki.org.nz/r/socialscience/curriculum/SSOL/ronaldrulz/jigsaw_e.php

SOCIAL DECISION MAKING

SAFE. Ban Beagle Experiments. Campaign Against Beagle Research in New Zealand. www.banbeagleexperiments.org.nz

NAVC. National Anti Vivisection Campaign. www.stopvivisection.org.nz