

Would the True Chicken Please Step Forward?

Goal: Think and discuss how chickens are portrayed in literature. Does this represent and/or reflect how chickens feel and behave?

Grades: 2 and up

Time frame: 30 minutes

Materials: The book *Chicken Little* (any version), a book that portrays chickens in a realistic or positive way (chicken friendly books can be found on the uncooped.org website), paper, pencils, computers to access NMAS link: UnCooped: Deconstructing the Domesticated Chicken (www.uncooped.org)

Directions:

1. Ask the students what comes to mind when they think of chickens. Write a list on the board. Ask where they learned those ideas. Discuss.
2. Read the book *Chicken Little*. Discuss what happened in the story.
3. Ask (and make a written list) how students would describe the chicken in this book? Do any of these descriptions match their thoughts about chickens? Why or why not?
4. Read another book that portrays chickens in a realistic way. You can find a list of chicken-friendly children's books at www.uncooped.org in the "What you can do" section of the exhibit.
5. Ask how the two books compare and differ (you can use Venn diagrams). How are the chickens in the different stories portrayed? Students can draw the differences of the chicken characters in the stories by scene, how they are dressed or postures, etc.
6. Explain that every chicken has a distinct personality, though certain behaviors are similar to all chickens, such as pecking the ground for seeds and taking dustbaths to clean themselves. They all have feelings such as happiness, sadness, pain and excitement to name a few. Refer to UnCooped: Deconstructing the Domesticated Chicken (uncooped.org) for details and examples.
7. To learn more about chickens continue with the "Who's Like Me?" lesson.