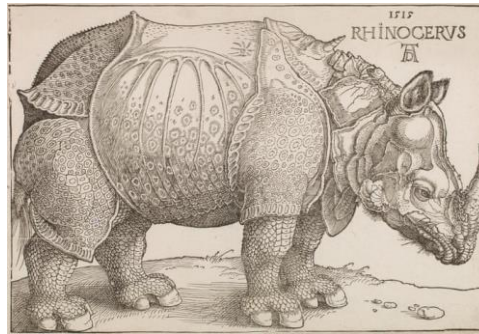


TARGETED QUESTIONS

Develop robust classroom dialogues around what is seen and heard in the [video](#). Students are encouraged to activate their prior knowledge and apply it to the conversation. By prompting the use of higher-order thinking skills, students analyze and evaluate.



VISUAL ARTS

Ask Students:

“View and analyze some of Albrecht Dürer’s other woodcut prints to identify his style. How do the elements of art and principles of design seen in *Rhinoceros* illustrate Dürer’s artistic style?”

Linked to Standard: Grades 9-12. Foundations Visual Arts. Responding. 7. Perceive and analyze artistic work. Analyze the style of an artist, and how it manifests itself in a given artwork. (e.g., examine influences on the artist). (F.V.R.07)

Ask Students:

“How does analyzing this 1515 artwork influence your understanding of world history from this time period?”

Linked to Standard: Grades 9-12. Proficient Visual Arts. Connecting. 10. Synthesize and relate knowledge and personal experiences to make art. Describe how visual arts influences one’s approach to other academic disciplines (e.g., how knowledge of changing art movements help contextualize history). (P.V.Co.10)

SCIENCE

Ask Students:

“Humans can disrupt an ecosystem. In the video we learn that in the 1400s and 1500s private zoos and menageries were popular among European aristocracy. How might removing the rhinoceros from its natural ecosystem in India and Nepal directly and indirectly affect biodiversity and ecosystem health?”

Linked to Standard: Grades 9-12. HS-LS2-7. Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health.

ENGLISH LANGUAGE ARTS

Ask Students:

“At the top of the woodcut print there is a description written in German which says, ‘... brought from India to the great and powerful King Manuel of Portugal at Lisbon, a live animal called a rhinoceros. His form is here represented. It has the color of a speckled tortoise and it is covered with thick scales. It is like an elephant in size, but lower on its legs and almost invulnerable. It is also said that the rhinoceros is fast, lively and cunning.’ Compare and contrast the writing with the print. How well does the text describe the rhinoceros? How well does the visual representation/art describe the rhinoceros? In your opinion, is one more effective than the other and why?”

Linked to Standard: Grades 11-12. Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]. Integration of Knowledge and Ideas. 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

HISTORY & SOCIAL SCIENCE

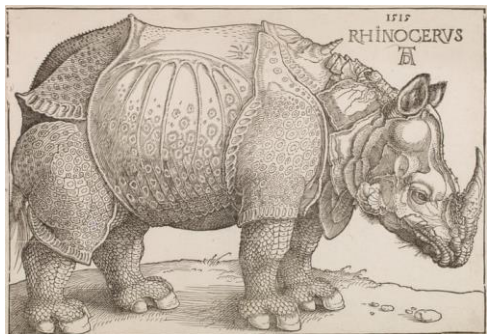
Ask Students:

“What does the development of private zoos and menageries among European aristocracy in the 15th and 16th centuries say about the kinds of global connections that were happening between humans in different parts of the world during this era?”

Linked to Standard: Grades 9-12. World History I. Topic 1. Dynamic interactions among regions of the world [WHI.T1]. 1. Explain different ways in which societies interact across regions (e.g., trade; cultural, religious, linguistic, and technological exchange and diffusion; migration; exploration; diplomatic alliances; colonization and conquests).

RIGOROUS CHALLENGES

Encourage students to respond to the [video](#) in ways that are driven by the creative process. Students' final products will differ as they apply their own unique skills, knowledge, and interpretations to the challenge.



VISUAL ARTS

Challenge Students:

“Make your own printmaking block/plate (for example, linoleum cut) from which you can produce a series of prints. Drawing inspiration from the way Albrecht Dürer emphasized the rhinoceros in his composition, create an animal (real, imagined, or a hybrid), and find a way to emphasize it in your composition. In addition to emphasis, select a second principle of design to intentionally incorporate into your artwork.”

Linked to Standard: Grades 9-12. Foundations Visual Arts. Creating. 3. Refine and complete artistic work. Refine concepts and content by focusing on a particular principle of design such as emphasis, balance, contrast, or pattern. (F.V.Cr.03)

HISTORY & SOCIAL SCIENCE

Challenge Students:

“Create a map to track the possible travel route of the Indian rhinoceros from its natural habitat in India and/or Nepal to its place of death in the ocean. Label prominent physical features on the map. Be prepared to explain why you believe this is a viable route that the rhinoceros traveled in the early 1500s.”

Linked to Standard: Grades 9-12. World History I. Topic 1. Dynamic interactions among regions of the world [WHI.T1]. 5. Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies.

a. different kinds of maps to show physical features, political boundaries and forms of interaction (e.g., trade routes, invasions, cultural diffusion).

SCIENCE

Challenge Students:

“Think about how rhinoceroses were removed from their natural ecosystem in India and Nepal to be placed in private European zoos and menageries in the 1400s and 1500s. Create a drawing illustrating how changes in the rhinoceros' environment could result in the evolution of a population of a given species, the emergence of new species over generations, and/or the extinction of other species. Be prepared to describe your drawing and write an explanation of what it depicts.”

Linked to Standard: Grades 9-12. HS-LS4-5. Evaluate models that demonstrate how changes in an environment may result in the evolution of a population of a given species, the emergence of new species over generations, or the extinction of other species due to the processes of genetic drift, gene flow, mutation, and natural selection.

ENGLISH LANGUAGE ARTS

Challenge Students:

“In the video we learn that the Indian rhinoceros, who was being sent from Portugal to Italy, died because the ship on which it was traveling sank. Even today, animals live in zoos outside of their natural habitats. Write a letter to a Zoo Director to support a claim. Pick one of these perspectives and make your claim: A). You support zoos and believe that people should have access to view and study real, live animals, even if it means the animals are living in captivity. B). You don't support zoos and believe that animals should live in their natural environments, even if it means that many people will miss out on the chance to see and study them. Whichever side you pick, be sure to explain the counterclaim.”

Linked to Standard: Grades 11-12. Writing Standards [W]. 1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence. b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses with precision as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.