

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:

“Today it is easy to access an image or a video of a real rhinoceros, or to visit a live one in a zoo. What evidence do you see in the woodcut print that indicates that artist Albrecht Dürer never saw a real rhinoceros in his lifetime, and what makes you say that?”

Linked to Standard: Grades 7-8. Visual Arts. Responding. 7. Perceive and analyze artistic work. Analyze elements of a work that are indicative of the historical or cultural context in which it was created. (7-8.V.R.07)

Ask students:

“Albrecht Dürer was an artist living in Europe during the 1500s. What do you know/can you infer about the kind of society he was living in, and why do you think that, as a European, he wanted to make an artwork featuring an Indian rhinoceros?”

Linked to Standard: Grades 7-8. Visual Arts. Connecting. 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify visual ideas from a variety of cultures connected to different historical populations. (7-8.V.Co.11)

SCIENCE

Ask Students:

“We learn in the video that people believed rhinoceroses and elephants were enemies. In fact, aggressive behavior *is* characteristic of rhinoceroses. How could this characteristic behavior increase the probability of successful reproduction of rhinoceroses?”

Linked to MA Learning Standard: Grade 7. Life Science. MS-LS1-4. Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.

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) have affected other populations in the ecosystem?”

Linked to Standard: Grade 7. Life Science. MS-LS2-4. Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations.

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: Grade 7. Reading Standards for Informational Text [RI]. Integration of Knowledge and Ideas. 7. Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

HISTORY & SOCIAL SCIENCE

Ask Students:

“Indian, Central Asian, and European societies have interacted with each other for hundreds of years. How would you describe the kind of interaction that is presented in the video, and what do you think are some of the impacts of this interaction?”

Linked to Standard: Grade 7. Topic 1. Central and South Asia. b. Early Indian and Central Asian civilizations, religions, and cultures [7.T1b]. 1. Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).

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 that 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.”

Linked to Standard: Grades 7-8. Visual Arts. Creating. 1. Generate and conceptualize artistic ideas and work. Generate artistic ideas that demonstrate differences in composition principles (e.g., balance, proportion, emphasis) and push the boundaries of what materials can do. (7-8.V.Cr.01)

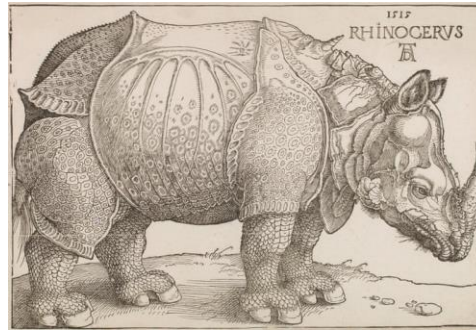
SCIENCE

Challenge Students:

“We learn in the video that while the rhinoceros was being transferred, the boat on which it was traveling on sank. Develop a drawing that shows your own unique design for a transportation system that could move a rhinoceros safely and humanely. Include fail-safe (back-up) systems that can be activated in an emergency, like the sinking of a ship.”

Linked to Standard: Grade 7. Technology/Engineering. MS-ETS3-3(MA). Research and communicate information about how transportation systems are designed to move people and goods using a variety of vehicles and devices. Identify and describe subsystems of a transportation vehicle, including structural, propulsion, guidance, suspension, and control subsystems.

HISTORY & SOCIAL SCIENCE



Challenge Students:

“Study the world map. Locate India and/or Nepal where the rhinoceros' natural habitat was. Locate Lisbon, Portugal where King Manuel I had the rhinoceros in his private zoo. Locate Rome, Italy where the rhinoceros was supposed to end up living. Create your own map and plot a travel route that the rhinoceros might have been transported along in the 1500s. Remember, most of the transportation was via the oceans (because there were no airplanes, trains, or trucks in the 16th century). Include important map elements, like a compass rose. Be prepared to explain why you created the route you did.”

Linked to Standard: Grade 7. Topic 1. Central and South Asia. a. Physical and political geography of Central and South Asia [7.T1a] 1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

ENGLISH LANGUAGE ARTS

Challenge Students:

“In the video we learn that the Indian rhinoceros, who was being sent from Lisbon, Portugal to Rome, Italy, died because the ship on which it was traveling sank. Even today, animals live in zoos which are outside of their native habitats. Write a letter to a Zoo Director to support a claim about zoos. 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 people will miss out on the chance to see and study them.”

Linked to Standard: Grade 7. Writing Standards [W]. Text Types and Purposes. 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- Provide a concluding statement or section that follows from and supports the argument presented.