

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:

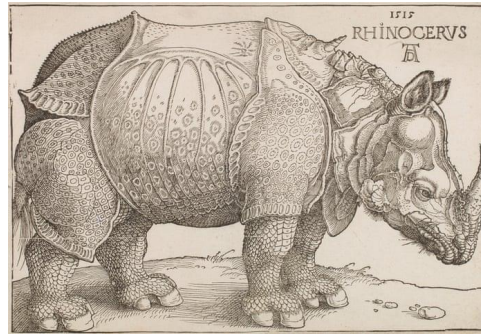
“Today it is easy to access an image or a video of a real rhinoceros, or to visit a live one in a zoo. What evidence do you see in the woodcut print that indicates that artist Albrecht Dürer never saw a real rhinoceros in his lifetime, and what makes you say that?”

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:

“The artist, 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:

“In the video we learn that the artist, Albrecht Dürer, never saw a real rhinoceros, and he based his artwork on a written description. He adds features to the rhinoceros, like skin that resembles a turtle shell. Drawing on your knowledge of artificial selection, what would humans need to do if they wanted to change the physical appearance of a rhinoceros? Can you think of other animals that have been changed by humans to produce desired traits?”

Linked to Standard: Grade 8. MS-LS4-5. Synthesize and communicate information about artificial selection, or the ways in which humans have changed the inheritance of desired traits in organisms.

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. What are the advantages and disadvantages of using different mediums (writing and visual art) to present information? In your opinion, is one more effective than the other and why?”

Linked to Standard: Grade 8. Reading Standards for Informational Text [RI]. Integration of Knowledge and Ideas. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Ask Students:

“If you were going to conduct research on the rhinoceroses and/or this artwork, which research questions would you want to answer? How might those questions lead to additional questions to explore through research?”

Linked to Standard: Grade 8. Writing Standards [W]. Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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:

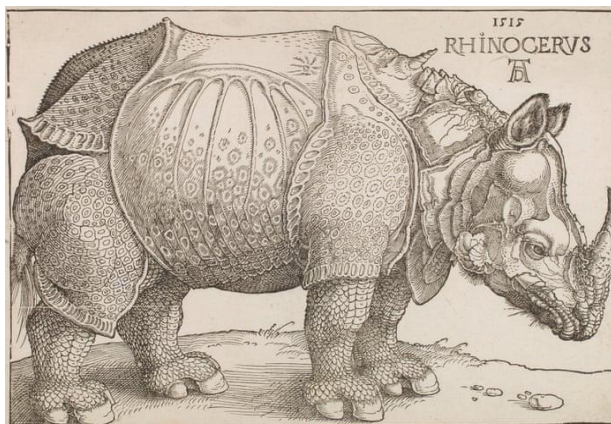
“Make your own printmaking block/plate (for example, linoleum cut) from which you can produce a series of prints. Drawing inspiration from the way that Albrecht Dürer emphasized the rhinoceros in his composition, create an animal (real, imagined, or a hybrid), and find a way to emphasize it in your composition.”

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)

Challenge Students:

“Create an artwork depicting a rhinoceros in your own personal artistic style. Choose a medium (or media) that reflects your personal preference and experiences. Be prepared to explain your artistic choices and influences.”

Linked to Standard: Grades 7-8. Visual Arts. Connecting. 10. Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate influences of personal artistic style and preferences in visual arts. (7-8.V.Co.10)



SCIENCE

Challenge Students:

“In the video we learn that the rhinoceros was removed from its natural environment in India/Nepal and brought to Europe. Imagine that the rhinoceros survived and reproduced in Europe. Create a drawing to illustrate a natural selection process over time that reflects the rhinoceros' adaptations to its new environment.”

Linked to MA Learning Standard: Grade 8. 8.MS-LS4-4. Use a model to describe the process of natural selection, in which genetic variations of some traits in a population increase some individuals' likelihood of surviving and reproducing in.

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 that are outside of their native habitats. Write a formal letter to a Zoo Director to support a claim about zoos. Pick one of these perspectives and make your claim with supporting evidence: 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. Be sure to acknowledge the opposing claim.”

Linked to Standard: Grade 8. 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 and distinguish the claim(s) from 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), counterclaims, 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.