

Enduring Idea: Dreams and Nightmares

Integrated Discipline: Science

Unit Title: Let Sleeping Dogs Lie: Dreaming in the Animal World

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Unit Description: For those of you who have a dog, we all know the telltale signs of a dreaming pup; the twitching, the soft barks, the kicks. Why do animals dream? Are their dreams similar to those of humans? How are their dreams or dream patterns different than humans? Learners in this unit will be exploring these questions. Learners will begin by learning about the science behind dreaming. When does it occur? What is happening when we dream? Learners will then compare how humans dream to the research on how animals dream. Learners will construct a list of similarities and differences that they find in their research. Learners will look at a variety of artworks to discuss why they think animals dream. Are their dreams beneficial? Do you think animals dream about the events in their day or are their dreams connected to any subconscious thoughts? Learners will participate in numerous discussions with peers developing ideas of what animals dream about. After learners choose an animal and a possible dream, they will create a 10-15 panel comic strip illustrating their idea.

Images:

1. CMA 1962.36
- *Home from the Pasture*, Julien Dupre, 1890, oil on canvas
2. CMA 1970.1
- *Landscape with Fowl*, Melchior d'Hondecoeter, 1680s, oil on canvas

Key Concept: Dreams and nightmares occur in all mammals, not just humans.

Essential Question: How does dreaming affect animals?

- CCSS Art:**
1. VA8-1.4 Use art materials and tools in a safe and responsible manner.
 2. VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.
 3. VA8-3.1 Compare and contrast the content in several works of visual art.
 4. VA8-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art making.
 5. VA8-3.3 Discuss the ways that choices of subject matter, symbols and ideas combine to communicate meaning in his or her works of visual art.

Integrated CCSS: Science
8-1.4 Generate questions for further study on the basis of prior investigations.

- Learning Outcomes:**
1. The learner will analyze and describe how humans dream.
 2. The learner will analyze research on dreaming in animals.
 3. The learner will view the works of artists to develop a hypothesis on the content of animals' dreams.
 4. The learner will choose one animal and a possible dreaming scenario to develop and create a 10-15 panel comic.

Motivator: Learners will begin by analyzing and discussing the science behind how humans dream. Learners will explore REM sleep and brain activity during sleep. Learners will also research, in pairs, how dreaming is similar or different in animals. Learners will create a list of their findings to present to the class.

Day Breakdown: *Based on 50 minute class periods
Day 1-2: Motivator (see above)
Day 3: Learners will look at a variety of artworks to discuss why they believe animals dream. Learners will reflect on their research findings from the previous class period. After the discussion, learners will work in groups of 3-5 to begin developing ideas on the content of animals' dreams. Learners' ideas can be humorous

or serious. During the remainder of the class period, the teacher will distribute the project rubric for students to review.

Day 4: Learners will choose one animal and one possible dream scenario to create a 10-15 panel comic illustrating their idea. Learners will need to emphasize interesting composition and text, as well as practice excellent craftsmanship when creating their artworks. Learners will use Day 4 to sketch their ideas. The learners will meet with the teacher to discuss their ideas.

Day 5-8: Learners will work independently on their comic. The teacher will circulate the classroom in order to assess learner progress, as well as to address any questions or concerns. Learners will use colored pencils to add color to their comic panels and will outline all original pencil marks using a fine-tip, black Sharpie.

Day 9: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting the enduring idea of dreams and nightmares through the world of animals. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 10: Learners will use this day for making any final edits to their artworks. Any learner who have not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork.

- Materials:**
- Pencils and erasers
 - Lined paper
 - Computer access
 - 2 pieces of 9 x 12" drawing paper
 - Colored pencils
 - Fine-tip, black Sharpie markers

- Resources:**
- Lucian Freud, "Double Portrait"
 - "Animals have complex dreams, MIT researcher proves" (web.mit.edu/newsoffice/2001/dreaming.html)
 - "FYI: Do animals dream?" (www.popsci.com/science/article/2012-01/do-animals-dream)

- Assessment:**
- Studio participation rubric
 - Project rubric
 - Research findings

- Self-critique