

Cross-Curricular Connections

English/Language Arts

Based on recommendations of the National Council of Teachers of English (NCTE), the International Reading Association (IRA), and selected state standards

Chapter 1

- Read a wide range of print and nonprint texts to build an understanding of texts, of students themselves, and of the cultures of the United States and the world (all lessons)
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (all lessons)
- Understand basic story elements, including character, setting, and plot (all lessons)
- Identify and interpret symbols (lessons 1, 2)
- Adjust the use of spoken, written, and visual language for a variety of audiences and purposes (all lessons)
- Employ a wide range of strategies, as students write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes (all lessons)
- Apply knowledge of language structure and conventions (all lessons)
- Use a variety of technological and information resources (e.g., libraries, databases, computer networks, videos) to gather and synthesize information and to create and communicate knowledge (lesson 2)
- Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities (lesson 3)

Chapter 2

- Read a wide range of print and nonprint texts to build an understanding of texts, of students themselves, and of the cultures of the United States and the world (all lessons)
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (all lessons)
- Analyze symbolism and metaphor communicated visually (lessons 1, 4)
- Link literature and language arts with other disciplines (lessons 2, 4)

Chapter 3

- Read a wide range of print and nonprint texts to build an understanding of texts, of students themselves, and of the cultures of the United States and the world (all lessons)
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (all lessons)
- Analyze symbolism and metaphor communicated visually (lessons 1, 4)
- Link literature and language arts with other disciplines (lessons 2, 4)

Chapter 4

- Read a wide range of print and nonprint texts to build an understanding of texts, of students themselves, and of the cultures of the United States and the world (all lessons)
- Read a wide range of literature from many periods in many genres—from political cartoons and video segments to news articles and primary source documents (all lessons)
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (all lessons)
- Analyze symbolism and metaphor communicated visually (lessons 1, 3)
- Identify and interpret film depictions, including identifying shades of meaning and word connotations (lessons 1, 2)
- Conduct research on issues and interests by generating ideas and questions (all lessons)
- Link literature and language arts with other disciplines (all lessons)

Cross-Curricular Connections

Social Studies/History

Based on recommendations of the National Council of Social Studies (NCSS) and the National Center for History in the Schools (NCHS), the lessons and activities throughout the unit for *Mr. Smith Goes to Washington* relate specifically to NCHS's Era 8: the Great Depression and World War II, and Era 9: Postwar United States.

Chapter 1

- **NCSS Strands:** Culture (lessons 1, 3); Time, Continuity, and Change (lessons 1, 3); Individual Development and Identity (lesson 3); Individuals, Groups, and Institutions (lesson 3); Production, Distribution, and Consumption (lesson 3); Science, Technology, and Society (lessons 1, 3); Civic Ideals and Practices (lesson 1)
- **NCHS Standards:** Chronological Thinking (lesson 1); Historical Analysis and Interpretation (lessons 1, 3)

Chapter 2

- **NCSS Strands:** Culture (all lessons); Individuals, Groups, and Institutions (all lessons); Production, Distribution, and Consumption (all lessons); Civic Ideals and Practices (lessons 2, 4)
- **NCHS Standards:** Historical Research Capabilities (lesson 2)

Chapter 3

- **NCSS Strands:** Culture (all lessons); People, Places, and Environment (lesson 1); Production, Distribution, and Consumption (all lessons); Science, Technology, and Society (all lessons)

Chapter 4

- **NCSS Strands:** Culture (all lessons); Time, Continuity, and Change (all lessons); People, Places, and Environment (all lessons); Individuals, Groups, and Institutions (all lessons); Power, Authority, and Governance (all lessons); Production, Distribution, and Consumption (all lessons); Global Connections (all lessons); Civic Ideals and Practices (all lessons)
- **NCHS Standards:** Chronological Thinking (all lessons); Historical Comprehension (all lessons); Historical Analysis and Interpretation (all lessons); Historical Issues—Analysis and Decision-Making (lesson 4); Putting Historical Thinking Skills to Work (all lessons)

Arts and Sciences

Based on recommendations of ArtsEdge (the National Arts and Education Network, a program of the Kennedy Center), the National Association for Music Education (MENC), and the National Research Council

Chapter 1

- **Art:** Analyze, evaluate, and construct meaning from visual images (all lessons); reflect upon and assess the characteristics and merits of the work of others (all lessons); make connections between visual arts and other disciplines (all lessons)
- **Music:** Listen to, analyze, and describe music (lessons 1, 2); evaluate music and music performances (all lessons); understand relationships between music, the other arts, and other disciplines (lessons 1, 2)
- **Science:** Study technological products and systems (lesson 1); understand properties and changes of properties in matter, specifically how chemicals react in characteristic ways (lesson 3); understand the link between science, technology, and society (lesson 1)

Chapter 2

- **Art:** Make connections between visual arts and other disciplines (all lessons)
- **Music:** Listen to, analyze, and describe music (lesson 4); analyze methods of presentation (lesson 4); understand relationships between music, the other arts, and other disciplines (lesson 4)

Chapter 3

- **Art:** Analyze, evaluate, and construct meaning from visual images (all lessons); identify the basic principles of composition (all lessons); make connections between visual arts and other disciplines (all lessons)
- **Music:** Understand music in relation to history and culture (lessons 3, 4); understand relationships between music, the other arts, and other disciplines (lesson 3)
- **Science:** Understand science concepts and principles, specifically principles of light (lesson 2)

Chapter 4

- **Art:** Make connections between visual arts and other disciplines (all lessons)
- **Music:** Listen to, analyze, and describe music (lesson 1); understand relationships between music, the other arts, and other disciplines (lessons 1, 3)