

# Cross-Curricular Connections

## English/Language Arts

Adapted by recommendations of the National Council of Teachers of English (NCTE)

### Chapter 1

- Practice reading both print and nonprint texts (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 (lesson 1)
- Identify and interpret symbols (lessons 1, 2, 3)
- Adjust the use of spoken, written, and visual language for a variety of audiences and purposes (lessons 1, 3)
- Apply knowledge of language structure and conventions (lesson 3)
- Gather and use information for research purposes (lesson 3)
- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes (lessons 1, 3)

### Chapter 2

- Practice reading and analyzing texts, including video texts (all lessons)
- Analyze symbolism and metaphor communicated visually (all lessons)
- Link literature and language arts with other disciplines (lesson 2)
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (all lessons)

### Chapter 3

- Practice reading both print and nonprint texts (all lessons)
- Employ a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (all lessons)
- Identify the equivalent of metaphor and symbol in specific video clips and the use of objects, lighting, and sound to signal meaning (all lessons)

### Chapter 4

- Read and analyze various texts in different genres — from political cartoons and video segments to news articles and primary source documents (all lessons)
- Employ a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (all lessons)
- Identify and interpret film depictions, including identifying shades of meaning and word connotations (lesson 2)
- Gather and use information for research purposes (lesson 4)
- Conduct research on issues and interests by generating ideas and questions (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 *To Kill a Mockingbird* 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 and Cultural Diversity (lessons 1, 3); Time, Continuity, and Change (lessons 1, 3); Science, Technology, and Society (lessons 1, 3); Individuals, Groups, and Institutions (lesson 3); Production, Distribution, and Consumption (lesson 3)
- **NCHS Standards:** Chronological Thinking (lesson 1); Historical Analysis and Interpretation (lessons 1, 3)

### Chapter 2

- **NCSS Strands:** Production, Distribution, and Consumption (all lessons); Culture and Cultural Diversity (all lessons); Individuals, Groups, and Institutions (all lessons)

### Chapter 3

- **NCSS Strands:** Culture and Cultural Diversity (all lessons); Science, Technology, and Society (all lessons)

### Chapter 4

- **NCSS Strands:** Production, Distribution, and Consumption (lesson 1); People, Places, and Environment (all lessons); Civic Ideals and Practices (lesson 3); Power, Authority, and Governance (lesson 3); Individuals, Groups, and Institutions (lessons 1, 2, 3); Culture and Cultural Diversity (all lessons); and Time, Continuity, and Change (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)

## 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 (lesson 3)
- **Music:** Listen to, analyze, and describe music (lessons 1, 2); understand relationships between music, the other arts, and other disciplines (lessons 1, 2); evaluate music and music performances (lessons 1, 2)
- **Science:** Study technological products and systems (lesson 1); understand the link between science, technology, and society (lesson 1); understand properties and changes of properties in matter, specifically how chemicals react in characteristic ways (lesson 3)

### Chapter 2

- **Art:** Make connections between visual arts and other disciplines (all lessons)
- **Music:** Make connections between music and other disciplines (lessons 2, 3, 4); listen to, analyze, and describe music (lesson 4); analyze methods of presentation (all lessons)
- **Science:** Understand science concepts and principles (lesson 3)

### Chapter 3

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

### Chapter 4

- **Art:** Make connections between visual arts and other disciplines (all lessons); use images in presenting ideas on social issues (lesson 4)
- **Music:** Listen to, analyze, and describe music (lesson 1); understand relationships between music, the other arts, and other disciplines (lessons 1, 2)