

Cross-Curricular Collaboration

This is a complete classroom podcast project plan for “**Cross-Curricular Collaboration**” — a creative, interdisciplinary production model designed to connect English Language Arts with History, Art, and Media Studies. This project emphasizes teamwork, synthesis, and multimodal storytelling. It’s written in a clear, professional, classroom-ready format.

Focus: Interdisciplinary Thematic Inquiry

Project Type: Co-Produced Podcast Across Subject Areas

Length: 4–6 class periods (or 2–3 weeks as a capstone)

Product: 6–10 minute co-produced podcast episode

Mode: Interdisciplinary groups (students from two or more subject classes)

Learning Objectives

Students will:

1. Collaborate across academic disciplines to investigate a shared theme, question, or historical moment.
2. Integrate methods from literature, history, art, or media analysis into one cohesive product.
3. Apply research, writing, and production skills to communicate complex ideas clearly and creatively.
4. Reflect on how interdisciplinary collaboration deepens understanding of cultural and social issues.

Standards Alignment (CCSS):

- W.11-12.7 – Conduct sustained research projects across sources and perspectives.
 - SL.11-12.1 – Engage effectively in collaborative and cross-disciplinary discussions.
 - RH.11-12.2 – Determine central ideas of historical sources.
 - RST.11-12.7 – Integrate multiple forms of media and data to support analysis.
 - SL.11-12.4 – Present information and ideas effectively using multimedia formats.
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Project Overview

Cross-Curricular Collaboration invites students to **co-create themed podcast episodes** that blend the analytical strengths of English Language Arts with historical, artistic, or media perspectives.

Working in interdisciplinary teams, students examine a shared theme—such as **revolution, identity, propaganda, art and politics, or technology and society**—from multiple lenses. They then co-produce a podcast that combines narrative storytelling, textual evidence, historical analysis, and visual or media context.

This model promotes authentic learning by simulating how scholars, journalists, and artists collaborate in the real world to tell complex human stories.

Project Sequence

Phase 1: Topic Selection and Interdisciplinary Pairing

Goal: Identify a shared theme and form collaborative teams.

Activities:

- Teachers from different disciplines (e.g., English, History, Art, or Media Studies) coordinate unit overlap.
- Students form interdisciplinary teams and choose a unifying theme or essential question such as:
 - How do art and literature reflect social change?
 - What is the relationship between truth and propaganda?
 - How have revolutions shaped creative expression?
 - How does technology transform how we tell stories?
 - How do movements for justice use imagery and language to persuade?
- Create a **Collaboration Proposal** including:
 - Title of the episode and theme statement
 - Disciplines involved and roles for each class
 - Key texts, artworks, or case studies
 - Research plan and primary sources

Example Proposal Excerpt:

Title: “Revolution in Words and Images”

Disciplines: ELA + Art History

Theme: How literature and visual art serve as catalysts for social and political transformation.

Case Studies: Pablo Picasso’s *Guernica* (1937) and Wilfred Owen’s WWI poetry.

Phase 2: Research and Storyboarding

Goal: Gather and synthesize content from multiple disciplines.

Activities:

- Each discipline contributes a different layer:
 - **ELA students:** literary or rhetorical analysis of texts, speeches, or poems.
 - **History students:** historical context, primary source analysis, or interviews.
 - **Art or Media students:** visual or multimedia interpretation, design, and production.
- Teams organize research using a **Storyboard Template** with columns for:
 1. Content segment
 2. Discipline responsible
 3. Key sources and evidence
 4. Audio/visual cues or supporting media
- Develop an episode outline that interweaves voices from all disciplines.

Example Excerpt:

Host (ELA): “In this episode, we’re exploring how words and images fought the same battle—across poetry and painting.”

Guest (Art Student): “Picasso’s *Guernica* doesn’t just depict war; it indicts it. Its fragmented bodies echo the broken promises of governments.”

Guest (History Student): “At the same time, Wilfred Owen’s poetry used language as protest—his ‘Dulce et Decorum Est’ became a cultural counterargument to patriotism.”

Phase 3: Scriptwriting and Production

Goal: Combine disciplinary insights into a unified, well-produced episode.

Activities:

- Teams write a script collaboratively, alternating between narrative, interview, and analytical segments.
- Incorporate at least **two different disciplines’ methods of analysis** in each episode.
- Include short readings, quotations, or descriptions from relevant texts or artworks (using public domain or fair use excerpts).
- Record and edit using accessible software (Soundtrap, Audacity, GarageBand).
- Add relevant audio—such as period music, soundscapes, or interview clips—to enhance immersion.
- Recommended length: **6–10 minutes per episode.**

Suggested Opening Line:

“Welcome to *Cross Currents*, where history, art, and language meet to tell the stories that shaped our world.”

Phase 4: Exhibition and Reflection

Goal: Present episodes publicly and reflect on interdisciplinary learning.

Activities:

- Host a “Cross-Curricular Showcase,” inviting both classes (and teachers) to listen to finished episodes.
 - Display complementary visuals (artworks, maps, or documents) in a gallery format.
 - Peers complete a **Collaboration Feedback Form**, focusing on clarity, insight, and balance of perspectives.
 - Each student completes a **Reflection Journal**, responding to:
 - How did collaboration deepen your understanding of the topic?
 - What challenges did you face merging different disciplines?
 - What did you learn about communicating ideas across audiences?
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Group Roles

Role	Responsibilities
Lead Host/Moderator	Guides discussion, introduces episode theme
ELA Analyst	Examines literary or rhetorical content
History Researcher	Provides historical evidence and context
Art/Media Contributor	Interprets visuals, audio, or film; manages design
Producer/Editor	Oversees recording, editing, and final sound mix

Suggested Interdisciplinary Pairings

Theme	ELA Focus	History/Art/Media Focus
Power and Protest	Civil rights speeches, protest poetry	Photography and posters from social movements
Revolutionary Voices	Romantic or Enlightenment literature	Political revolutions and manifestos
The Great War in Words and Images	War poetry and memoirs	Propaganda posters, trench art
Culture and Colonialism	Postcolonial literature	Maps, travel art, film depictions
Media and Modern Identity	Contemporary essays or satire	Advertising, film, and digital media culture

Suggested Source Collections

- **Library of Congress – Digital Collections:** <https://www.loc.gov/collections/>
- **Smithsonian Learning Lab:** <https://learninglab.si.edu/>
- **Google Arts & Culture:** <https://artsandculture.google.com/>
- **Project Gutenberg:** <https://www.gutenberg.org/>
- **BBC World Service – Culture and Ideas:** <https://www.bbc.co.uk/programmes/p004y26d>
- **National Archives:** <https://www.archives.gov/>

Assessment Rubric (25 points)

Criteria	Excellent (5)	Proficient (4)	Developing (3)	Beginning (1–2)
Interdisciplinary Integration	Seamlessly merges multiple disciplines and perspectives	Clear contributions from at least two disciplines	Some integration but uneven	Limited or isolated connections
Research and Evidence	Uses diverse, credible sources across fields	Includes relevant evidence from each discipline	Some evidence but lacks balance	Minimal or unclear sourcing
Content Insight	Deep, original analysis and synthesis of ideas	Clear and accurate understanding	Partial or surface-level insight	Misunderstanding or oversimplification
Collaboration and Production	Cohesive teamwork, strong sound quality and pacing	Mostly organized and balanced	Uneven participation or technical issues	Disorganized or incomplete
Creativity and Engagement	Engaging, professional storytelling that captures theme	Clear presentation with some creative touches	Basic structure, limited creativity	Unfocused or lacks originality

Extension Options

1. **Museum Collaboration:** Partner with a local museum or art center to feature student podcasts alongside relevant exhibits.
2. **Community Voices Project:** Interview community members, artists, or historians related to the episode theme.
3. **Documentary Series:** Create multiple collaborative episodes forming a full season on interconnected topics.
4. **Visual Podcast (Vodcast):** Combine audio storytelling with short films or slideshows created by media students.

5. **Publication Portfolio:** Compile episodes, transcripts, and reflection essays into a digital anthology for class archives.