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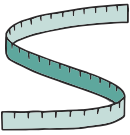
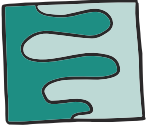

Please enjoy this complimentary excerpt from *Worldwise Learning*, by Carla Marschall and Elizabeth O. Crawford.

[LEARN MORE](#) about this title!

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Figure 3.7

Criteria for Interdisciplinary Richness

Criteria	Meaning	During the planning process, we ask ourselves . . .
Number 	The number of different disciplines drawn into a unit.	Which disciplines might we purposefully bring together in this lesson, project or unit given its focus?
Distance 	The proximity of disciplines to each other (e.g., history and geography are closer to each other than history and visual art).	How similar or different are disciplines in this lesson, project, or unit to each other? How does this support the intended learning?
Integration 	The extent to which disciplines are mixed and blended together (e.g., kept as individual fruits, made into a fruit salad or blended into a smoothie).	How <i>finely blended</i> might the disciplines in this lesson, project, or unit be to support meaningful learning?
Authenticity 	The degree to which the integration of disciplines reflects real-life contexts and consequently facilitates students' ability to transfer their learning.	How well does the integration of these disciplines mirror the authentic issue we are exploring?