

TRAVERSE[®]

INQUIRY DRIVEN

A 6–12 Inquiry-Driven Social Studies Program
that Prepares Students for College,
Career, and Civic Life



THE KEY TO EFFECTIVE SOCIAL STUDIES

Social studies isn't just about learning historical facts; it's about examining the complex relationships between people, societies, and cultures and understanding how they shape the world. This requires students to think critically — which is where inquiry-based instruction comes into play.

Inquiry-Driven Instruction

Inquiry is about fostering genuine curiosity and giving students the space to take ownership of their learning through the lens of questioning. It involves practices that enable teachers to become facilitators, as students apply skills to real-world contexts and actively engage in the learning process by asking their own questions, conducting investigations, and interpreting evidence.

Inquiry is at the heart of Traverse. The program is fully aligned to the C3 Framework and uses inquiry to drive instruction with reading, inquiry, and research skills woven into and revisited throughout the curriculum to support students and teachers.

College, Career, and Civic Readiness

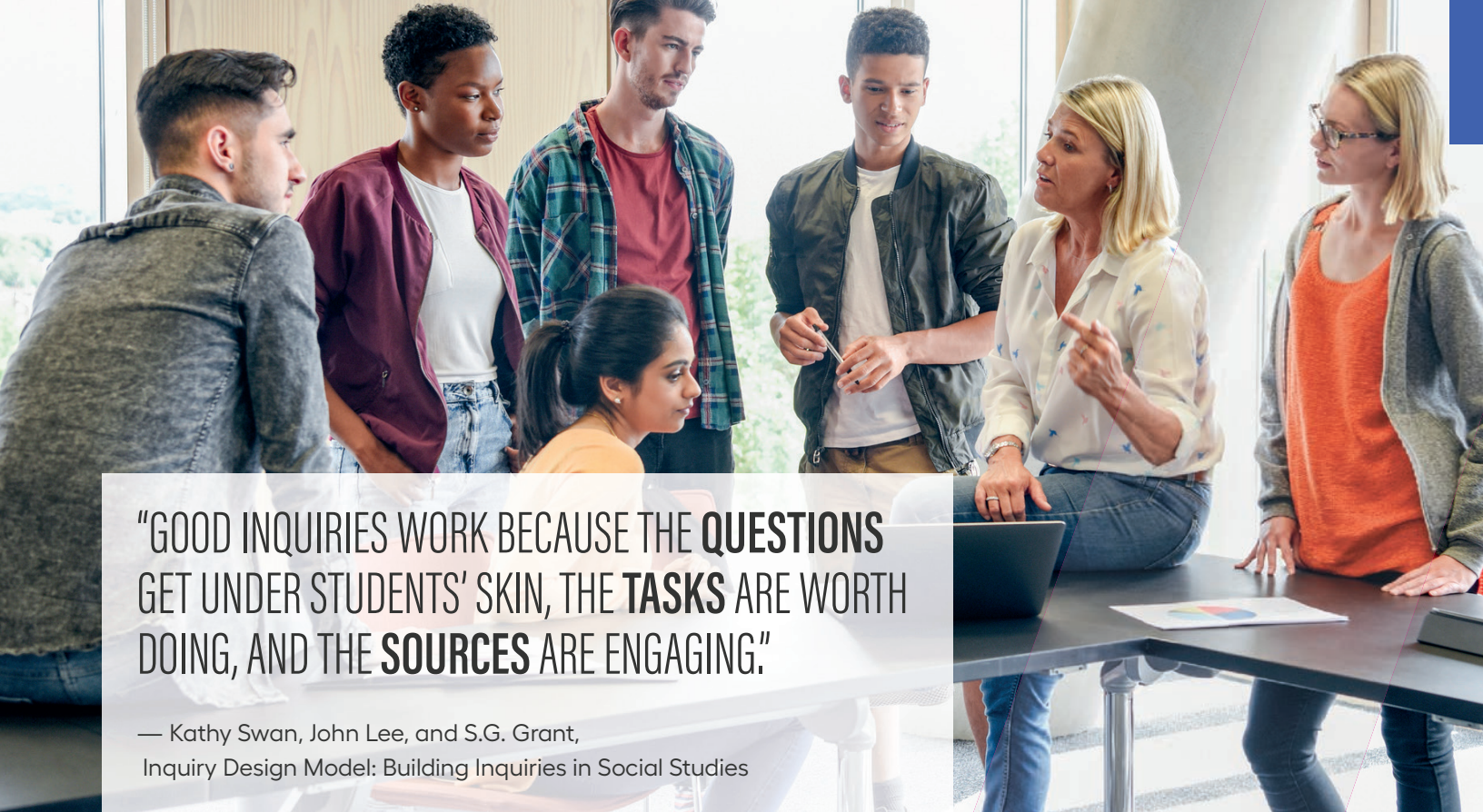
Inquiry-based learning prepares students for life by fostering key skills:



Critical thinking



Problem-solving



“GOOD INQUIRIES WORK BECAUSE THE **QUESTIONS** GET UNDER STUDENTS’ SKIN, THE **TASKS** ARE WORTH DOING, AND THE **SOURCES** ARE ENGAGING.”

— Kathy Swan, John Lee, and S.G. Grant,
Inquiry Design Model: Building Inquiries in Social Studies

Inquiry Design Model

The Inquiry Design Model (IDM) is an approach to developing instructional materials that support inquiry. It focuses on the key elements of the Inquiry Arc of the C3 Framework and is structured around a blueprint consisting of three components: questions, tasks, and sources.

Questions

Compelling and supporting questions kick-start the inquiry process.

Tasks

Formative and summative tasks provide opportunities for students to gather evidence and form conclusions.

Sources

Sources form the building blocks of inquiry and allow students to explore the compelling question.

NARRATIVE DRIVEN BY INQUIRY

Traverse’s narrative, or chapter content, uses inquiry to drive instruction. The narrative contains compelling questions, engaging sources and media, activities, and text — all on Traverse’s intuitive digital platform. This instructional design makes incorporating inquiry-based learning accessible for every teacher and student.

Breakdown of the Narrative

Questions

Each chapter and narrative section is introduced with a compelling question to guide student learning and invite them to explore an idea. Chapter questions are closely aligned with the chapter’s content, standards, and objectives.

Tasks

Chapter narrative sections provide an opportunity for students to Practice Historical Thinking. These tasks are designed to test students’ understanding of the compelling question and supporting questions.

Sources

Primary and secondary sources are embedded within the narrative. This provides opportunities for students to meet content standards through the lens of sources, critically analyze historic and contemporary voices, and draw their own conclusions.



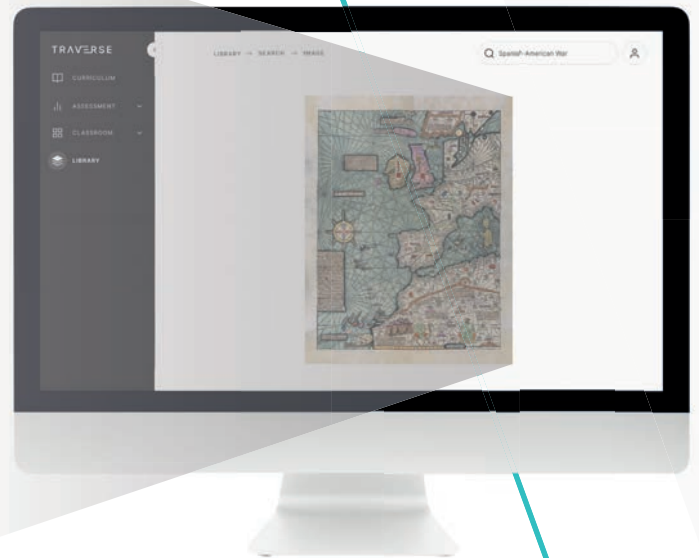
THE VIEW

Every unit of Traverse opens with The View, a compelling video that features students providing an overview of the content to set up instruction and ends with compelling questions to get students excited for what they're about to learn.



PRIMARY AND SECONDARY SOURCES

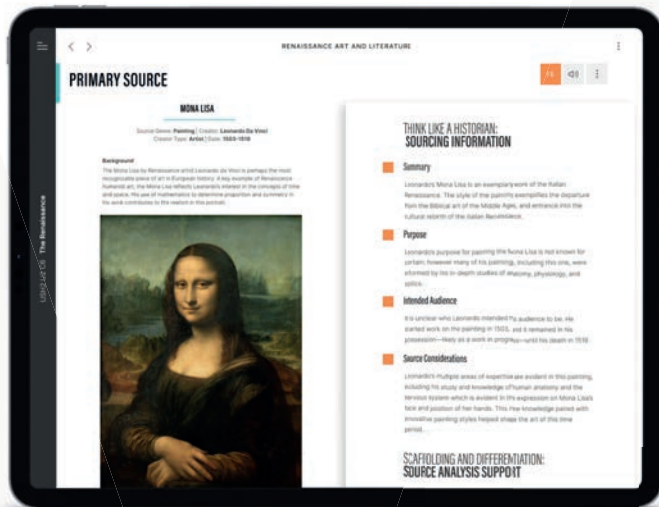
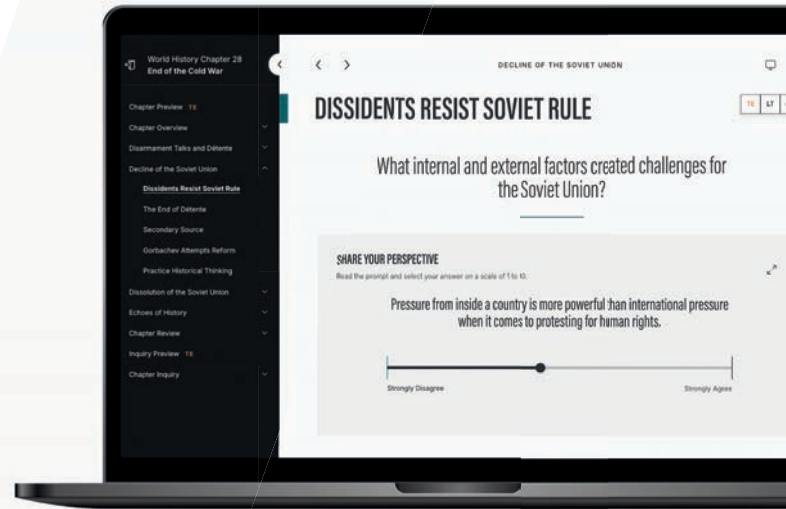
Students are exposed to authentic, challenging, and diverse content from multiple perspectives with Traverse's primary and secondary sources. A range of visual, textual, and auditory sources bring learning to life for every student and create opportunities to practice key comprehension and analysis skills.



Sources represent a variety of diverse identities, experiences, and authorship.

Source Activity

Formative interactive activities aligned to chapter objectives allow students to **Practice Reading Skills**.



Source and Skill Companion

All narrative and inquiry sources can be found in the student-friendly Source and Skill Companion — designed to enhance digital instruction and give opportunities for developing close-reading strategies.

Think Like a Historian Teacher Support

Each source is accompanied by robust sourcing information — summaries, purposes, intended audience, source considerations, scaffolding and differentiation support, and comprehension questions — providing teachers with all they need to teach and discuss sources with confidence.



INQUIRY TASKS

Traverse’s chapter inquiry tasks — developed in collaboration with renowned educators Kathy Swan and Sam Wineburg of SHEG (now Digital Inquiry Group) — empower students to take on the work of real-life historians, economists, political scientists, and geographers.

Breakdown of an Inquiry

Inquiry Introduction

Each inquiry task begins with an introductory activity. This sets the stage for the compelling question.

Compelling Question

Compelling questions kick-start curiosity and prepare students for the chapter inquiry.

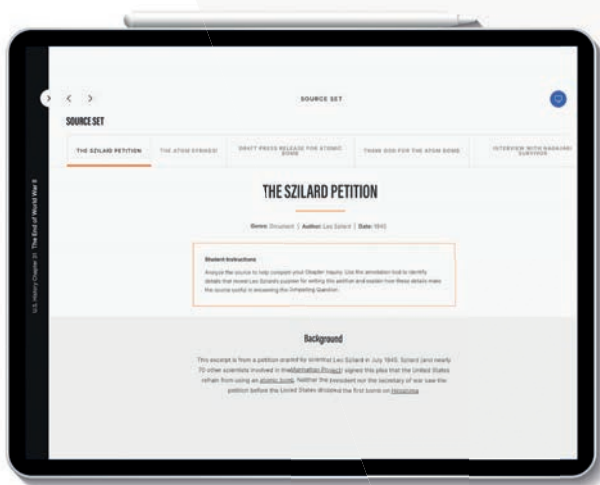


The pop-out teacher edition provides an introduction to the inquiry, support on facilitating inquiries, and differentiation.

Source Set

Each inquiry task contains up to 6 authentic, diverse sources that offer multiple perspectives on historical events for students to examine.

Each source is accompanied by a traveling graphic organizer, which follows students from screen to screen, allowing them to thoughtfully analyze sources through the compelling question.



Communicating Conclusions

To conclude the inquiry task, students are empowered to develop an informed opinion. They review their ideas, organize them into a plan, and craft their response to the compelling question and inquiry prompt.



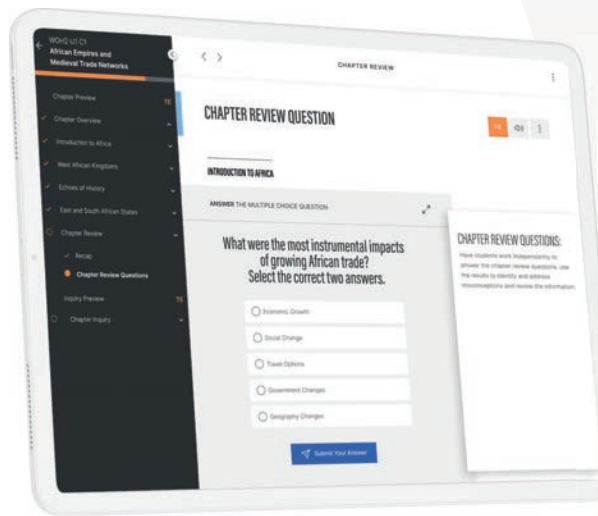
PROGRESSION OF SKILLS AND INQUIRY

Spiraled Skill Development

Students grapple with primary and secondary sources in Traverse's inquiry tasks using a spiral approach to skill development, allowing them to revisit and practice key skills.

Practice Social Studies Thinking

Formative assessments at the end of each narrative section help students practice skills and make connections between the questions and objectives, giving teachers multiple opportunities to monitor student progress.



Progressions of Inquiry Tasks

Inquiry takes a gradual release approach with a progression of rigor across grade levels.

- **Inquiry Prompts:** Traverse's inquiry prompts become progressively more rigorous with each task and course.
- **Inquiry Types:** As students progress through Traverse, the types of inquiry gradually transition to more open-ended exploration.
- **Skills:** The skills required of a student within an inquiry increase over time.





ROBUST SKILL DEVELOPMENT

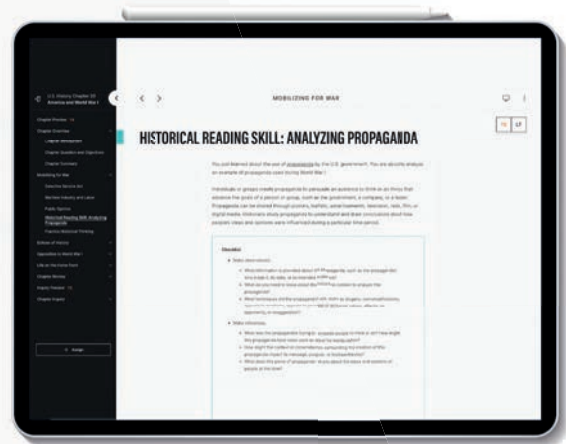
In an inquiry-driven classroom, students develop the skills they need for college, career, and civic life. In Traverse, inquiry and skills go hand in hand, as lessons support students' practice and application of new skills while engaging in inquiry.

Skill lessons follow a consistent structure, facilitating targeted and relevant skill building for increased student retention.

Reading Skill Lessons

Reading skill lessons are found within the chapter narrative and help students analyze content and sources. They feature:

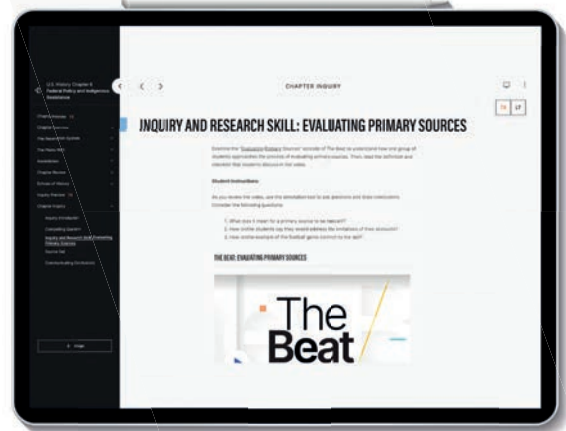
- **A skill definition** to explain the skill
- **A skill checklist** with steps for students to apply the skill to a source
- **A skill model** that shows how to apply the checklist to the source
- **A graphic organizer** for students to analyze source sets



Inquiry and Research Skill Lessons

Inquiry and research skill lessons are embedded within the chapter inquiry tasks. They connect skills to the essential content of the chapter inquiry, empowering students to build on their learning while they practice and apply new skills. They feature:

- **A skill definition** to explain the skill
- **A skill checklist** with steps for students to apply the skill to a source
- **A skill model** that shows how to apply the checklist to the source



TheBeat

Join a school lounge study group for a year of social studies as they take on Traverse’s inquiry projects alongside students, discussing sources and skills and modeling collaborative conversations.



Inquiry and Research Skill Types

Evaluating Sources

Evaluating Primary Sources, Evaluating Secondary Sources, Analyzing the Relationships between Sources

Constructing Arguments

Gathering Evidence to Develop Claims, Constructing Explanations, Addressing Counterclaims

Planning Inquiries

Determining Helpful Sources, Constructing Compelling and Supporting Questions

Applying Disciplinary Concepts and Tools

Analyzing Historical Perspectives, Analyzing Cause and Effect, Exploring Evolving Interpretations

Communicating Conclusions and Taking Action

Working Collaboratively, Using Case Studies to Analyze Outcomes, Assessing Options for Action

Conducting Research

Reading Laterally, Searching Effectively Online

TEACHER SUPPORT

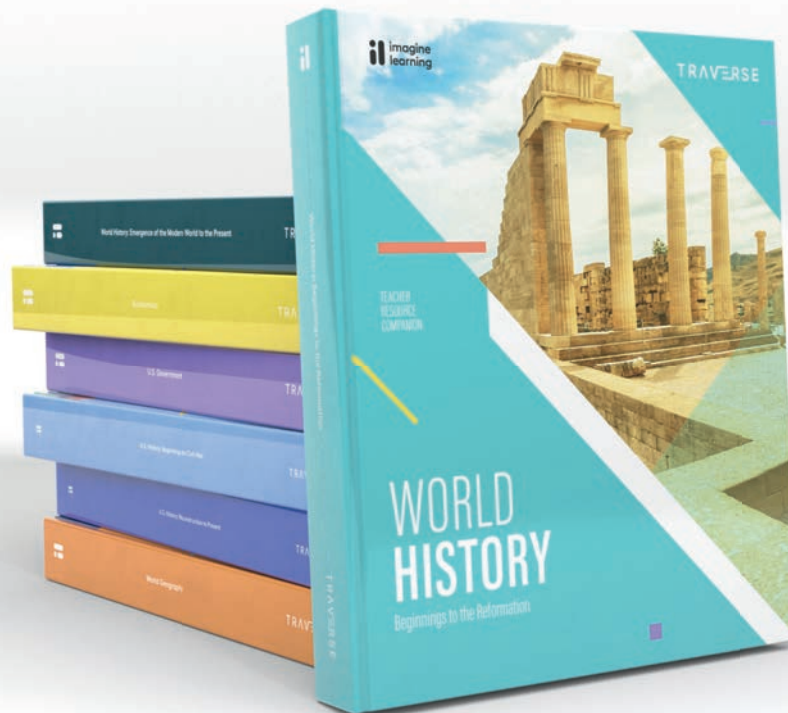
Inquiry is challenging, which is why Traverse is built on an instructional model driven by inquiry that meets teachers where they are on their inquiry journey.

Support in Print and Online

From the Teacher Resource Companion to the digital wraparound teacher's edition and Traverse Help Center, teachers have access to comprehensive print and digital support for guiding and facilitating inquiries.

Professional Learning

To further support teachers, Imagine Learning Partner Engagement and Professional Learning teams are available — in-person or virtually, synchronously, or asynchronously — with professional development sessions, product training, and more.





You've never seen core like this before



imagineD
classroom



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