



TRAVERSE

# Getting Started Workshop

Participant Guide





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## Traverse Getting Started Workshop Note Catcher

Workshop  
Inquiry  
Compelling  
Question:

How do my students and I get started with Traverse?

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<b>MAKE OBSERVATIONS</b> <i>What do you see or hear that you want other people to know about?</i>	<b>MAKE INFERENCES</b> <i>What are you thinking about?</i>	<b>GO BEYOND</b> <i>What questions do you have?</i>



## Student-Centered Inquiry

The workshop activities below include examples of inquiry-based, participant-centered instruction. After each activity, reflect on the questions in the chart.

<b>WORKSHOP ACTIVITY</b>	<b>INQUIRY-BASED</b> <i>What were the questions, sources, and tasks used to structure this activity?</i>	<b>PARTICIPANT-CENTERED</b> <i>What strategies did the facilitator use to make this activity participant-centered? What did you do? What did the facilitator do?</i>
<b>FIRST DAY WITH TRAVERSE DEMO LESSON</b>		
<b>CONTENT-BASED DEMO LESSON</b>		
<b>NAVIGATION TEAM CHALLENGE</b>		



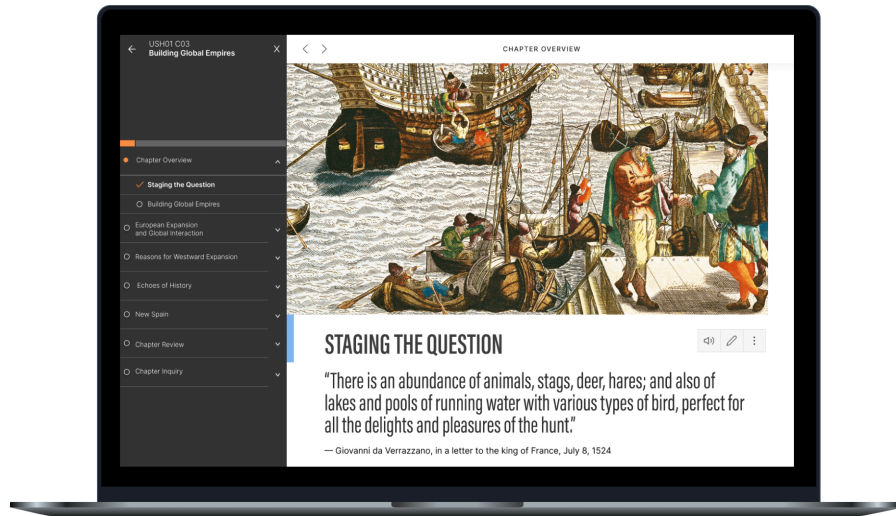
Name: \_\_\_\_\_

Period: \_\_\_\_\_

## Analyzing Traverse as an Artifact

### 1. Stage the Lesson

Read the scenario below and answer the question that follows.



The year is 2534 and you are an archaeologist, someone who studies the past by examining artifacts. Artifacts are objects made by humans. Artifacts can be small items, such as tools, coins, or clothing, or large items, such as homes or boats.

Today, you discover a particularly interesting artifact. It is a 21st century laptop. What an exciting find! When you open it, there is only one program on the laptop, an application called Traverse.

As an archeologist, it is your job to examine the artifact and draw conclusions about it.

What would you do to find out what Traverse is and why it was created?



## 2. Set the Scope of the Inquiry

**Compelling Question:** Why was Traverse created and why was it designed as it is?


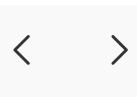
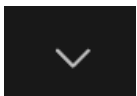

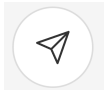
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## 3. Source Investigation

As you explore Traverse, look for the features and pages listed in the tables below and respond to the questions in each column.

### NAVIGATION

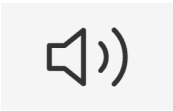





Log in to Traverse. Start the assignment titled "Analyzing Traverse as an Artifact." Look for the symbols below. Click on them and experiment, then answer the questions in the table.

Feature	<b>Make Observations</b> What happens when you click on the icon?
	
	
	
	
 <b>DO NOT click Final Submit.</b>	<i>Example: This opens a box that says how many pages I need to complete so I can submit my assignment.</i>



## TOOLBAR

Click on the section in the table of contents on the left then click on the appropriate page. Look for the symbols below. Click on them and experiment.

Feature	Make Observations <i>What happens when you click on the icon?</i>	Make Inferences <i>What do you think is the purpose of this feature?</i>
	<i>Example: When I click on this icon, it reads what's on the page out loud.</i>	<i>Example: The purpose might be to better help us understand the reading.</i>
		
 Click to make the icon black then highlight text.		
		
		
		

### Go Beyond

Why might the creators of Traverse have included the features listed above in its design?





## MEDIA

Explore the media listed below by following the directions in the first column. Click around! Play the video, click on the image, click on the interactive feature. See what happens!

<b>Media</b>	<b>Make Observations</b> <i>What do you notice when you click on the media and explore the options presented?</i>	<b>Make Inferences</b> <i>What do you think is the purpose of this media?</i>
<b>Images</b>  Find an image on any page that you can click on.		
<b>Video</b>  Click on the section in the table of contents on the left then click on the appropriate page.		
<b>Interactive Media</b>  Click on the section in the table of contents on the left then click on the appropriate page and look for the appropriate interactive media.		

### Go Beyond

Why might the creators of Traverse have included the media listed above in its design?



## 4. Share and Synthesize

### COMMUNICATING CONCLUSIONS: INQUIRY TASK

Well done, archaeologist of the future! Having thoroughly examined Traverse, you are ready to unveil your discovery to the world in a new museum exhibit. All you need to do is write the museum label for Traverse. A museum label is a short description of an artifact that appears next to it on a display.

For example, a museum label for a sword from the Middle Ages might read:

**Sword**

*Steel, 13th century, Scotland*

This sword features two edges, a leather handle, and an inscription from the maker. The sword's short length made it easy to use in hand-to-hand combat and the leather handle made it easy to grip.

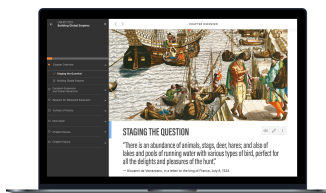
Write your museum label in the space below.

Your museum label for Traverse should answer these questions:

- What features are in Traverse? Identify at least three.
- Why was Traverse created?
- How are the features in Traverse related to why it was created?

**Traverse**

*21st century social studies educational technology program on a laptop*





## Logging in to Traverse: Educator View

Follow the click path directions below to learn how to log in to Imagine Learning's Traverse, a 6-12 social studies core curriculum.

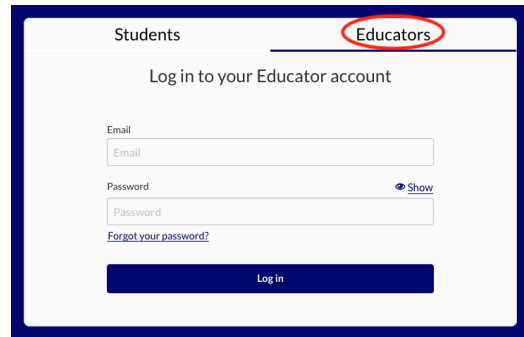
### 1. Login Page

The Imagine Learning portal site is where you login to access all IL products that your school or district has purchased.

*Note: If your school uses an SSO provider, such as Clever or Classlink, use your SSO portal to log in.*

Log in to Imagine Learning via <https://login.imaginelearning.com>.

Confirm that you are on the **Educators** tab of the login page or switch as needed.

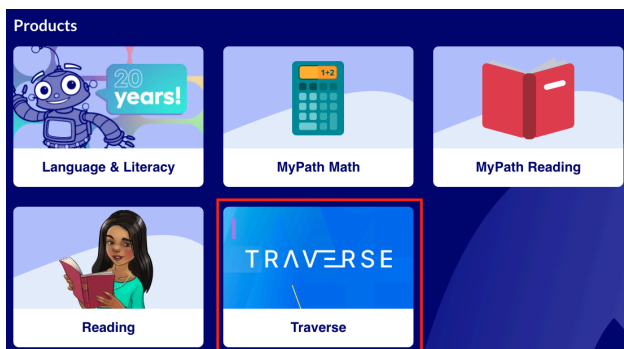
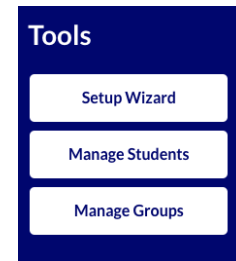


Under the Educators tab, enter your Imagine Learning account email address and password. Then, click Log in.

### 2. Imagine Learning Product Page

From the product selection page, you can also roster students into Traverse using the links in the right hand Tools panel:

*\*Administrators have an additional option of Manage Staff.*



Select the Traverse tile from the product selection page. (You will have tiles for the products your school or district has purchased).

The Traverse program will open, and you will now be in your teacher account.

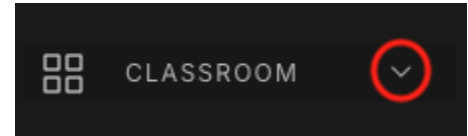


## Set Student Proficiency Levels

Follow the click path directions below to learn how to navigate to the Students page and set student proficiency levels.

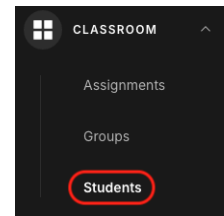
### 1. Reveal Classroom Tab Options

From the Traverse Home Page, find the Classroom tab in the Table of Contents. Click on the carrot to reveal the pages within this tab.



### 2. Navigate to the Students Page

The Students page is where you will find a list of all of your students. After revealing the Classroom tab options, select 'Students' to navigate to the Students page.



### 3. Set Student Proficiency Levels

Traverse provides teachers with the option to assign a proficiency level to students to automatically deliver differentiated scaffolding and support right at point of use, such as:

Sentence starters and word banks

Indigenous populations adapted to their environment by using the \_\_\_\_ available. F  
 \_\_\_\_ adapted to the \_\_\_\_ by building \_\_\_\_ and growing \_\_\_\_.

WORD BANK		
natural resources	Ancestral Puebloans	Southwest
cliff dwellings	drought-resistant crops	

Leveled version of the narrative text

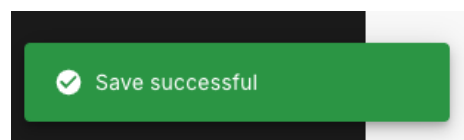
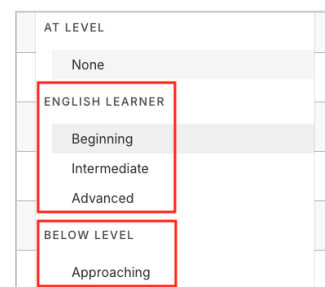
Standard Levelled Text → Regional differences also affected the availability of education. In the New England Colonies, education was highly valued. Children were expected to learn how to read. In 1647, the Massachusetts Bay Colony and the Quakers in Pennsylvania made laws that every town should provide public schooling for girls and boys. In the Southern Colonies, on the other hand, families' residences were spread across great distances, so schools were considered impractical. Most white Southern children learned at home instead.

← Lower Levelled Text

The region where people lived also affected access to education. Education was highly valued in the New England Colonies. Children were expected to learn how to read. In 1647, the Massachusetts Bay Colony and the Quakers in Pennsylvania made laws about education. Every town had to provide public schooling for girls and boys. In the Southern Colonies, families' homes were very far apart, and schools were considered impractical. Most white Southern children learned at home instead.

You can quickly set your students' proficiency levels on the Students page.

Click the carrot beside a student's name to reveal the dropdown menu and select the appropriate level.



Look for confirmation that your changes to proficiency levels have saved.



## Create and Customize an Assignment

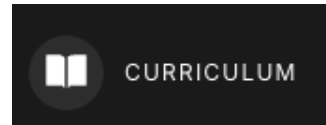
Refer to the directions below to learn the basics of how to create and customize a digital assignment in Traverse.

### How to Create an Assignment in Traverse

Follow the click path directions below to create an assignment in Traverse.

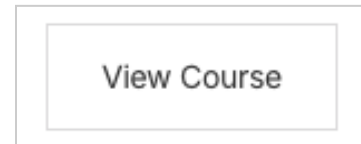
#### 1. CURRICULUM PAGE

Click on the Curriculum tab where you will find all of the course content and any courses available.



#### 2. COURSE PAGE

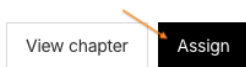
Choose a course to explore and click "View Course."



#### 3. OPEN THE ASSIGNMENT SETTINGS PAGE

There are two options to view a chapter:

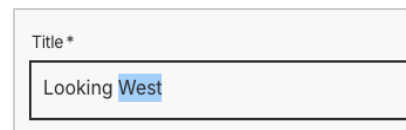
- **View Chapter:** Preview the content without creating an assignment
- **Assign:** Both preview the chapter and create an assignment



Navigate to the chapter you'd like to assign and click "Assign" to go straight to the Assignments Settings Page.

#### 4. TITLE THE ASSIGNMENT

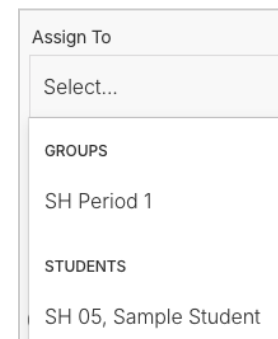
Change or edit the title to better fit your assignment.



#### 5. SET TARGET GROUP

Choose the group or student(s) to whom you would like to send the assignment.

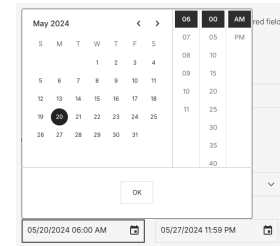
You can assign to entire groups or select individual students to receive this assignment with these settings.





## 6. SET START AND DUE DATES

Choose what day and time you'd like for students to start an assignment and end it.



## 7. ALLOW LATE

Toggle the "Allow Late" switch if you wish to allow students to submit their assignment up to 60 days after the due date without having to reopen or reassign it.



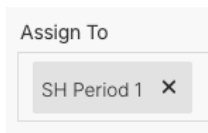
## 8. ACTIVE

Toggle the "Active" switch ON to allow students to see the assignment.



Toggle the "Active" switch OFF to prevent students from seeing and accessing the assignment. You may decide to use this to ensure students only access the assignment during specific times.

## 9. ECHO PEER REVIEWS



You must select a Target Group to reveal the Echo Peer Review toggle.

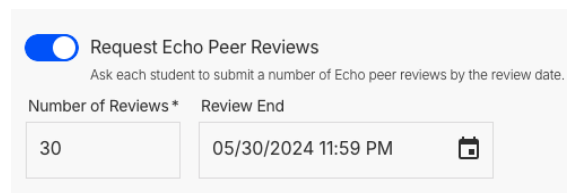
Toggle the "Echo Peer Review" switch On to reveal the options. Set the requested number of reviews and the due date. Or Toggle Off this switch if you do not wish to include peer reviews or the Top 10 List with your assignment.

### Number of Reviews

Decide how many reviews students will be required to complete.

### Review End Date

Set the due date for peer reviews. This should be **after** the assignment due date.

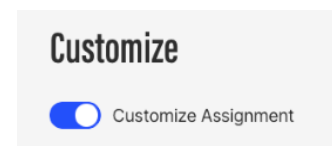


## How to Customize an Assignment in Traverse

Follow the click path directions below to customize an assignment in Traverse.

### 1. REVEAL CUSTOMIZATION OPTIONS

Toggle On the Customize switch to reveal the customization options for this assignment.



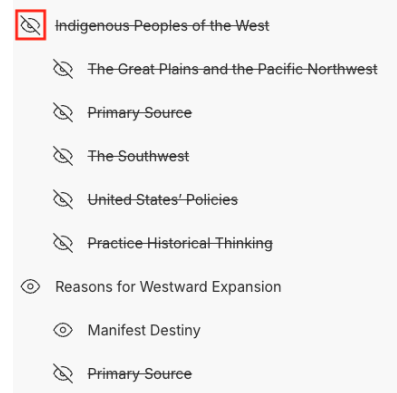


## 2. CHOOSE PAGES

You can choose to exclude an entire section or just specific pages of a chapter from your assignment.

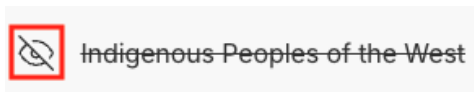
In the Contents section, exclude pages by clicking the Eye Icon beside the title of the page or section.

- Excluded pages have the Eye Icon and title crossed out.
- Included pages will not.

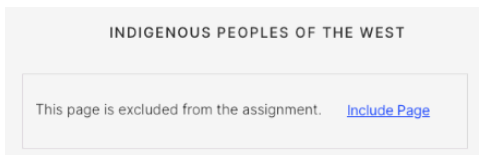


## 3. INCLUDE PREVIOUSLY EXCLUDED PAGES

There are two options for how to include a page that you previously excluded:



1. Click on the Eye Icon next to the page name in the Assignment Settings page.



2. Click "Include Page" at the top of the page in the chapter.

## 4. STUDENT SUPPORT OPTIONS

Toggle the following switches to include or exclude these options:

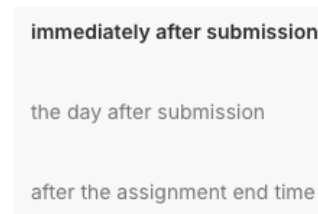
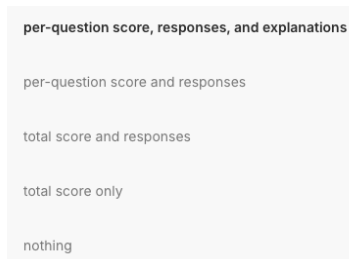
- Include Chapter Summary
- Audio Voiceovers
- Scaffolds

## 5. ANSWER KEY

Select the answer key and scoring visibility options you would like for this assignment.

Decide what you would like students to see after they submit the assignment.

Decide when students will be able to view the assignment scores.



## 6. ASSIGN

Click Assign on the Assignment Settings page when you are finished customizing.



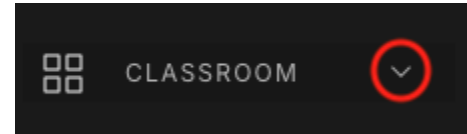


## Edit an Assignment

Follow the click path directions below to learn how to edit an assignment you have already created in Traverse.

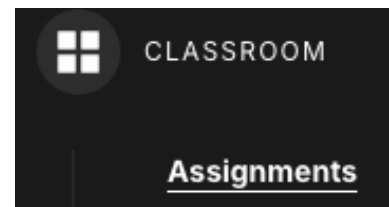
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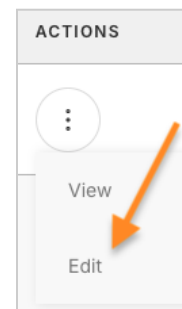
### 2. Navigate to the Assignments Page

The Assignments page is where you will find a list of all of the assignments you have created. After revealing the Classroom tab options, select "Assignments" to navigate to the Assignments page.



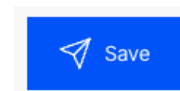
### 3. Open Assignment Settings Page

To open the Assignment Settings page for an assignment, click the three vertical dots under the Actions section beside the assignment name. Then select Edit.

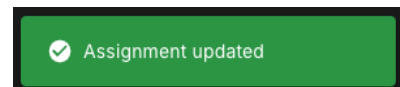


### 4. Edit and Save Assignment

Once you have made all of your edits, click the Save button.



Make sure you receive the "Assignment updated" message to ensure the edits were saved correctly.





## A Week in Traverse

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COMPELLING QUESTION					
OBJECTIVES					
<b>ASSIGN IN TRAVERSE</b>					
CHAPTER					
SECTION(S)					
PAGE(S)					

# TRAVERSE

## Inquiry-Based Instructional Routine

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	1	STAGE THE LESSON				
	SET THE SCOPE OF INQUIRY	QUESTION				
		SOURCES				
		TASK				
3	SOURCE INVESTIGATION					
4	SHARE & SYNTHESIZE					