



TRAVERSE

# Cultivating a Culture of Inquiry Workshop

Participant Guide





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## Icebreaker

Below, you will find two vignettes depicting a Staging the Lesson activity in Ms. Smith's class in which students analyze John Gast's painting, "American Progress." The first vignette describes the activity in her first year implementing Traverse. The second, describes the same lesson three years later. Read each vignette and note the similarities and differences in the chart provided.

### Year 1 Implementation

Ms. Smith introduces the Stage the Lesson activity by saying, "To stage our lesson today, you'll analyze this primary source. Let's make observations and ask questions. Look at the painting, who can share an observation, something that you notice when you look at the painting?"

Ms. Smith waits for a student to raise their hand and then calls on them. They say, "The floating woman is carrying a telephone line."

Ms. Smith responds, "Thank you, Liam. It looks like a telephone line, but that is actually a telegraph line. Telegraphs came before telephones. They were sort of like texting, but instead of typing words, people used a system called morse code that sent a series of dots and dashes which corresponded to letters. The person on the other end of the line translated those dots and dashes into letters, and words, and then sentences to send messages. Good observation! Who has another one?"

Three other students share their observations and Ms. Smith provides clarification and explains how their observations relate to the painting and the time period. A student named Mia asks, "Why is the left side of the painting dark, while the right side is bright?"

Ms. Smith responds, "That is a great question, Mia! On a compass, which direction is to the right? [A student response, "East!"] That's right and so the left side of the compass is... [The same student responds, "West."] Right again, Liam! So, John Gast, the painter who created this image believes that the East represents... [Students are quiet, but thinking]...civilization, the future, progress! The west, on the other hand, is depicted in shadow. This shows that Gast believed the west was uncivilized and in need of modernization which is what he thinks the settlers are bringing as seen through farming, railroads, and the telegraph. But, who do you notice is being negatively affected by westward expansion? [A student raises their hand and Ms. Smith calls on them and they respond, "Indigenous people." "That's right, Mia! Keep that in mind as we learn about the causes and effects of westward expansion in this chapter."



## Year 3 Implementation

Ms. Smith introduces the Stage the Lesson activity by saying, "To stage our lesson today, you'll analyze this primary source."

Ms. Smith reads the directions on the board. You will have 5 minutes to examine the painting and use the Annotation Tool in Traverse to complete the following steps:

- Make **THREE** observations about the painting by highlighting what you notice and leaving a comment with your observation.
- Ask **TWO** questions about the painting by highlighting what you would like to ask about and leaving it as a comment.
- Make **ONE** inference about the painting by answering this question: Based on this painting by John Gast, why did Americans move west? in a comment."

To clarify the directions, Ms. Smith asks students to describe the process they use to analyze the painting and then asks students to start. She circulates the room, refocusing students as needed and addressing questions as they come up.

"Screens at 45 and your eyes on mine in, 5...4...3...2...1. Thank you."

"Let's share our observations and questions with our teammates in a Small Group Wrap Around. Remember, in a Wrap Around, there is no interrupting, no questions, no comments, just sharing. If it is your turn to share, do so quickly, and if it is your turn to listen, listen carefully and respectfully. Teammate #2, please share first, followed by #3, and then #1. Raise your hand if you are Teammate #2. Okay, you're starting this off. Share your observation, your question, and your inference all at once. You have only 3 minutes, so each of you will get 1 minute to share. Ready? Go!"

Ms. Smith circulates and listens as students share. After 1 minute passes, she tells students to move on to the next teammate if they haven't already.

Ms. Smith calls the students back to prompt the next discussion question. "Great job! Now that you've heard each other's observations and questions, have an open discussion in your teams to answer the question, 'Based on this painting by John Gast, why did Americans move west?' Teammate #3, you are going to share out for the group. Raise your hand if you are Teammate #3. Listen carefully for a response you would like to share. You will have only 1 minute to discuss. Ready? Go!"

After a minute, Ms. Smith asks all of the Teammate #3s to stand for another Wrap Around. Teammate #3 from Team D is asked to share first followed immediately by the representatives from Teams E, F, A, B, and C. The process of sharing out from the groups takes less than 1 minute. Several of the responses are similar.

"Well done, teams! As I always say, we're smarter together!"



## The Language of Inquiry: Classroom Glossary

Below are the key terms frequently used in inquiry-driven social studies lessons. While definitions may vary, the definitions below align with those you'll find throughout Traverse.

### Compelling Question

A compelling question is an open, debatable question that allows you to explore an enduring theme or key idea. There is no single right or wrong answer to a compelling question. It invites multiple perspectives on engaging, relevant issues.

### Supporting Questions

Supporting questions, on the other hand, are narrower informational questions. Supporting questions help you to answer compelling questions.

### Sources

Traverse broadly defines "sources" to include a wide range of primary and secondary sources. Inquiries are designed so you may apply what you learn from Chapter Narratives, interactive media as well as primary and secondary sources to answer compelling and supporting questions.

### Evidence

Evidence is any information gathered from sources that helps you to build an argument in response to a compelling question. Evidence from sources can include quotes, examples, details, relevant information, and data.

### Claim

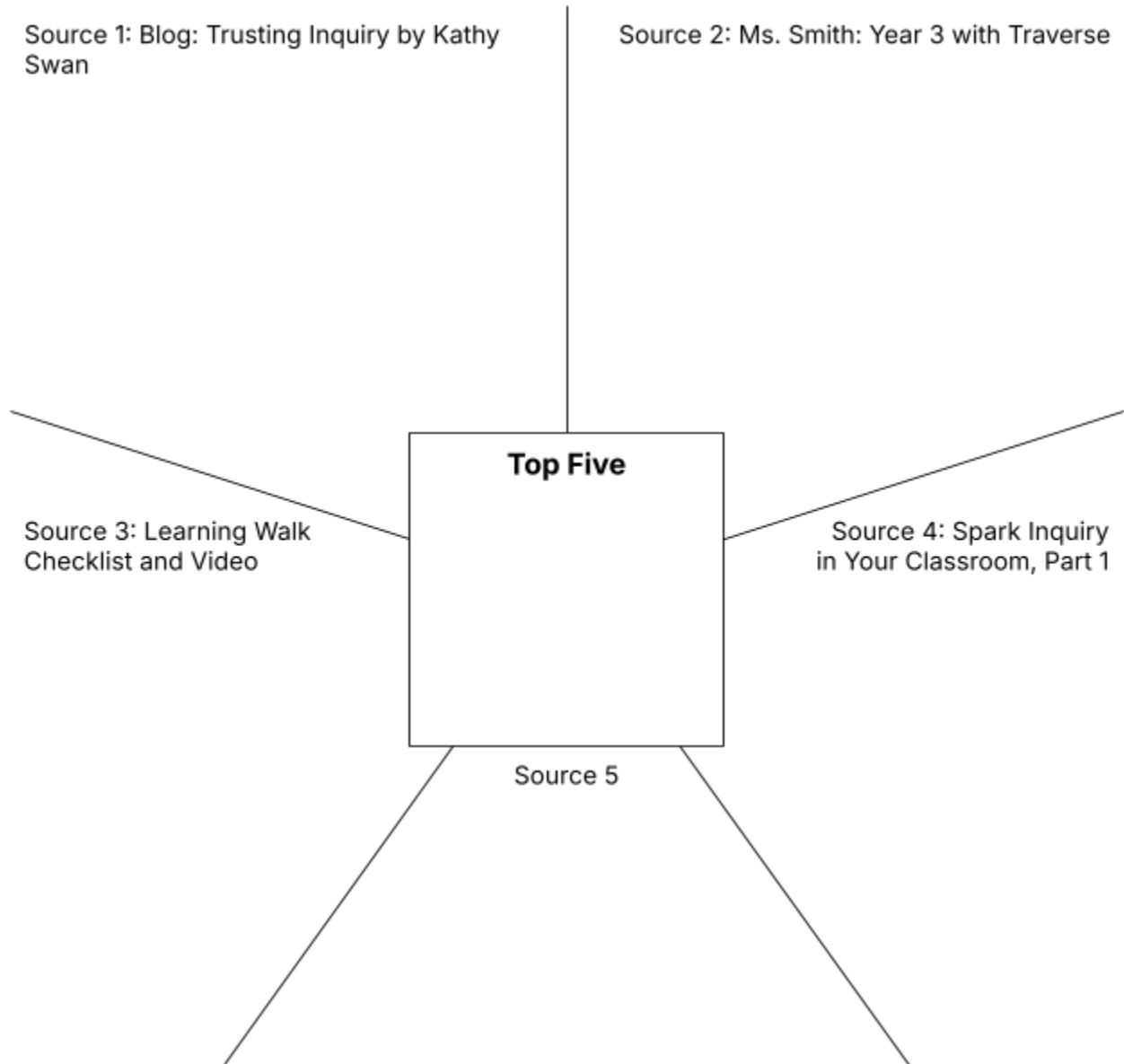
A claim is simply a statement that expresses the main idea of your argument. A claim is often stated in one sentence and is supported by evidence, reasoning, and explanation.



## Essential Elements in a Culture of Inquiry

### Notecatcher for Source Jigsaw - Top Five

**Compelling Question:** What are the essential elements in creating a classroom culture of inquiry?





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

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

## Chapter Inquiry and Harkness Discussion

### Notecatcher

Draft Claim	Questions for Discussion
Notes from Harkness Discussion	
Revised Claim	Reflection





## Workshop Reflection: Make a Plan

**Workshop Compelling Question:** How can I cultivate a culture of inquiry in my classroom?

Use the table below to reflect on what you have learned in this workshop. Revisit your Top Five list and your takeaways from the demo lesson and practicing with your colleagues.

### Step 1: Set a Goal

Identify one goal you have to further cultivate a culture of inquiry in your classroom.

### Step 2: Visualize

How might your class look and sound if you implement the step you implement the next step you chose?

### Step 3: Make a Plan

What steps do you need to take to realize your goal?