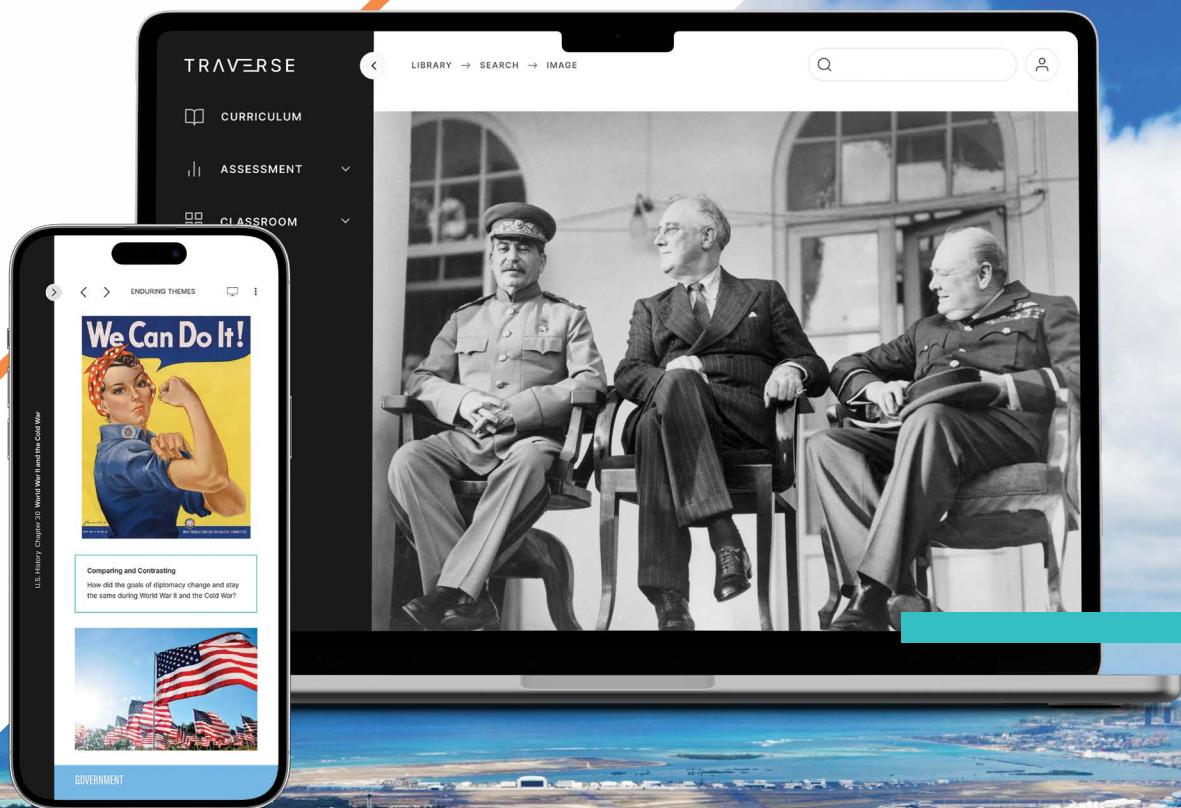
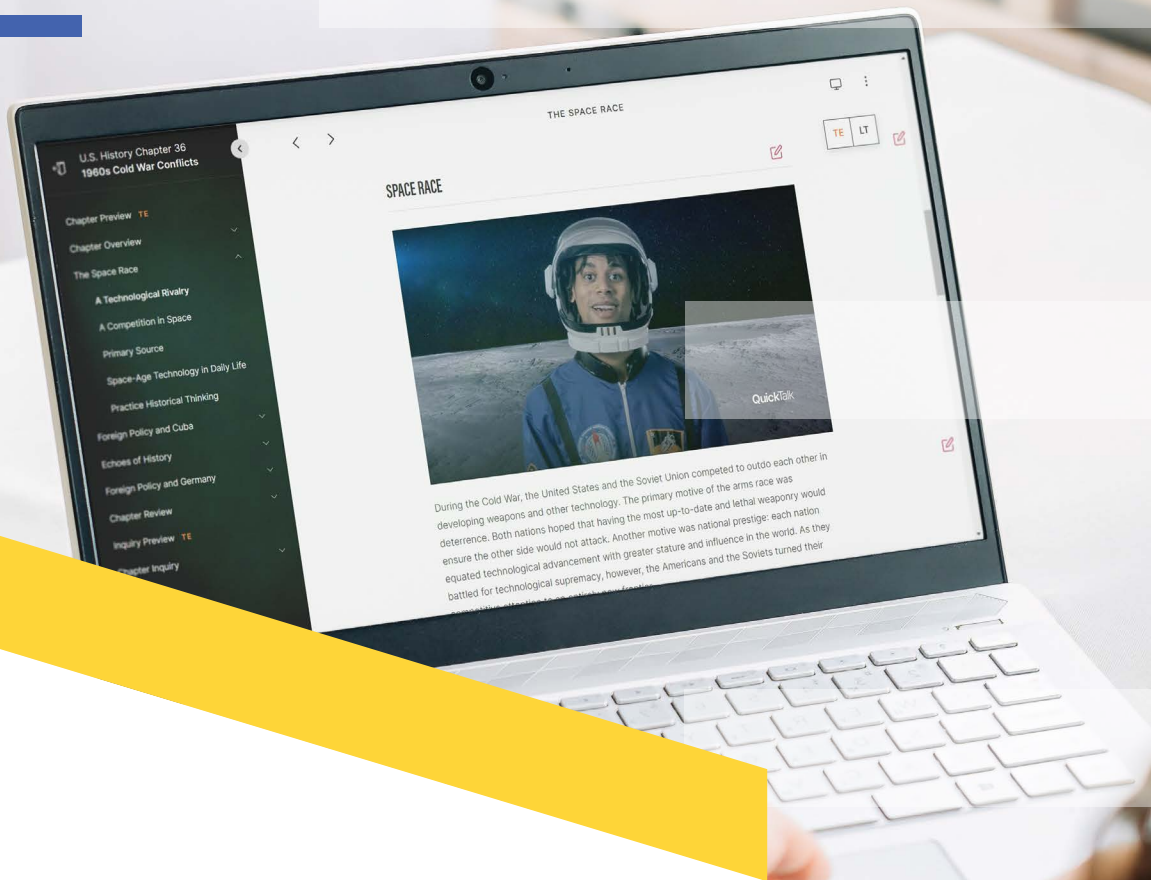


DIGITAL REVIEW GUIDE

A comprehensive grades 6–12 curriculum
built for Tennessee social studies classrooms





WELCOME TO TRAVERSE

Traverse is a comprehensive social studies curriculum for grades 6–12 that prepares students for high-stakes assessment by combining the robust history, economics, geography, and government content you expect with a rigorous framework that prepares students to become lifelong critical thinkers and informed citizens.

With this Digital Review Guide, you will be able to explore all of the content, sources, media, and activities available within Traverse and see it from both the student and teacher point of view. Just follow along to see for yourself!

Get Started Online

Traverse's intentional design leverages the flexibility and customization that only digital can offer — empowering teachers to create interactive and personalized learning experiences. Our brand-new platform delivers the most user-friendly interface, customization tools for districts and educators, and accessible learning tools for students — and is available with your chosen LMS.



Our mobile version allows students to work offline, whenever and wherever. Completed work is automatically uploaded when the app next connects to the internet.

Log In

Go to api.imaginelearning.com/signin and enter your username and password — be sure to select educator!

Note: *You will also receive student account access.*

Username: TNSSEducator@
imaginelearning.com

Password: ExploreTraverse2027!

imagine learning

Students Educators

Log in to your Educator account

Email

Password

[Forgot your password?](#)

Log in

TEACHER HOME PAGE

Once you enter Traverse, everything you need is at your fingertips — your curriculum, training materials, assessment center, assignments, gradebook, and more.

Navigation

Access all of your resources using the sidebar navigation.

Assess

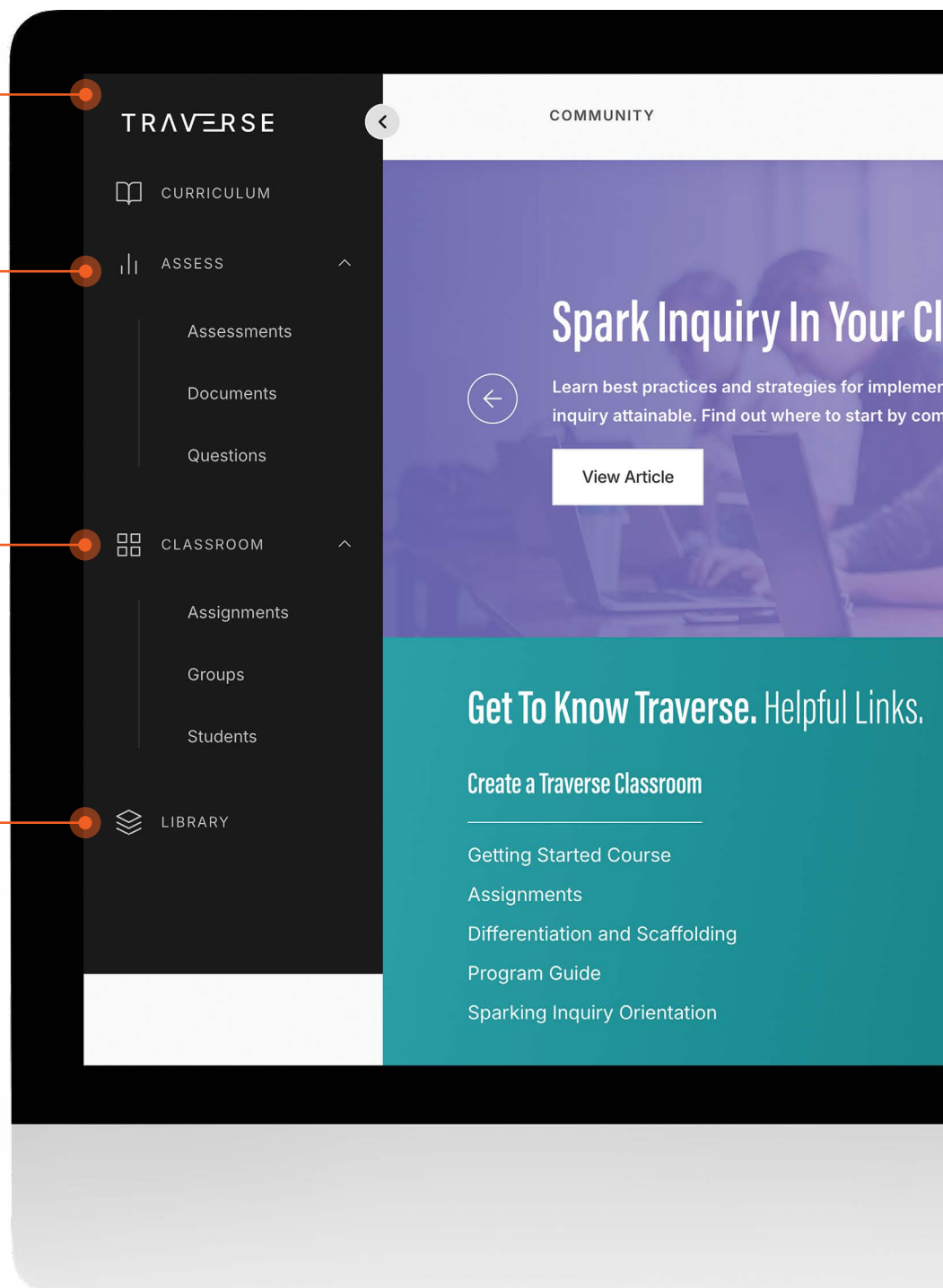
The Assessment Center provides data-driven assessment to measure students' progress.

Classroom

Manage your classes, students, and assignments in one space.

Library

The ever-growing library contains over 1,500 sources and Echoes.





Help Center

An embedded, searchable Help Center offers video tutorials, platform training, on-demand workshops, resources from expert teachers, and more.

Notifications

Discover the latest updates on the platform and curriculum in the notification center.

What's Next

Click **Curriculum** to view your courses; then select **U.S. History: Reconstruction to the Present** and **Unit 6 Introduction: World War II and the Cold War**.

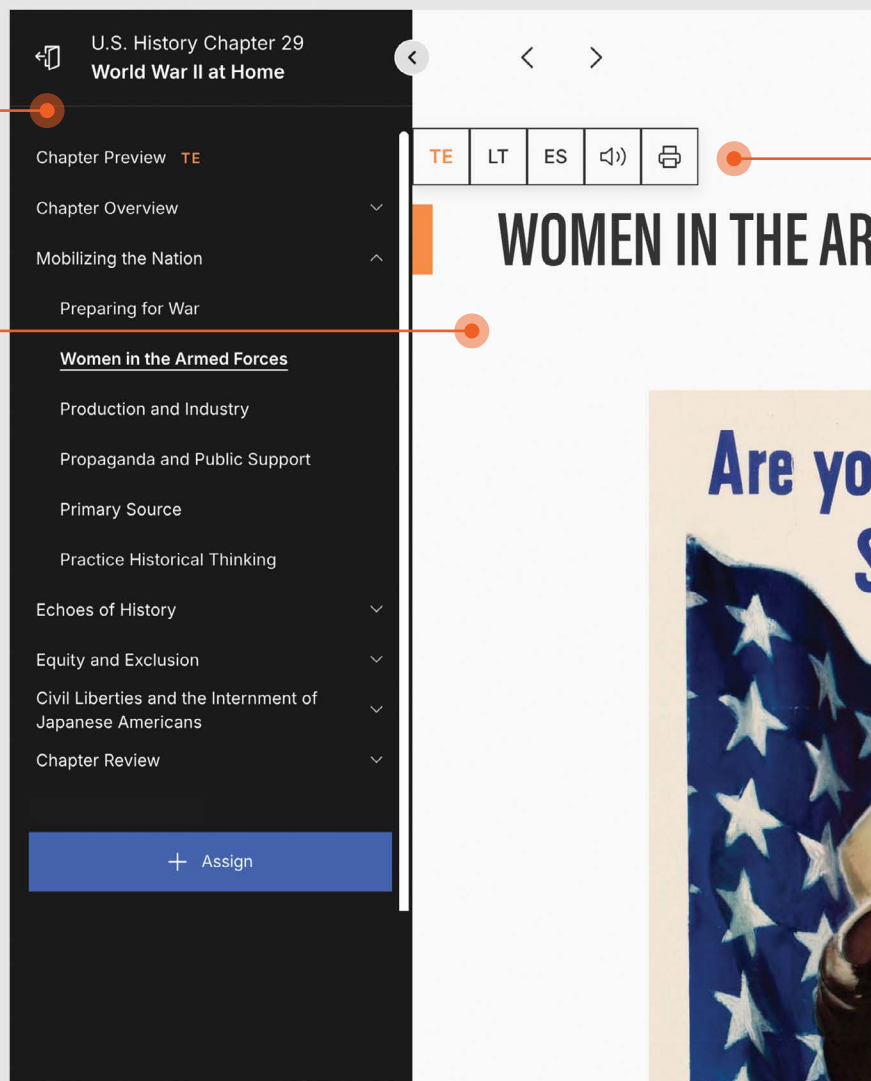
DIGITAL STUDENT EDITION

Your student edition lives inside a dynamic, digital platform that allows for content to be broken into manageable chunks and for interactive multimedia and tools to be embedded at point of use.

Easily **navigate** to different pages.

The **narrative student text** is broken into manageable chunks and embedded with images and media.

Multimedia, such as flipbooks, bring social studies to life and engage students.



Use **presenter mode** to project the page for your students while hiding teaching tools.

MOBILIZING THE NATION



Preview the **leveled text** prior to assigning it to your students.

ARMED FORCES

Are you a girl with a
Star-Spangled heart?



Click the **Teacher's Edition** to view discussion questions, ties to enduring themes, differentiation strategies, and more.

WOMEN IN THE ARMED FORCES

Are you a girl with a
Star-Spangled heart?



TEACHER EDITION

Discussion Questions: Women Serving in World War II Flipbook

- In which of the military organizations did women serve closest to the front lines of the war? (The Army Nurse Corps served in field hospitals on the front lines, and the Navy Nurse Corps served as first responders.)
- How do you think the actions of women during World War II might have changed their expectations for life after the war? (Answers will vary but may include that these women may have expected more independence and work opportunities when they returned.)

Enduring Themes: Civics and Citizenship

What's Next

Using the sidebar navigation, click **Primary Source**.

PRIMARY AND SECONDARY SOURCE ANALYSIS

Traverse provides an unparalleled selection of primary and secondary sources to enhance and deepen student edition content and provide continuous opportunities for source analysis.

All sources include **background information** for students to identify genre, creator, and year.

All sources provide an opportunity for students to practice a key social studies skill. Students will complete the activity and submit it within the platform.

U.S. History Chapter 29 World War II at Home

PRIMARY SOURCE

RIDING ALONE

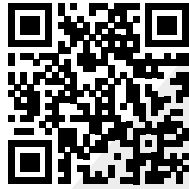
Genre: Poster | Creator: Weimer Pursell | Date: 1943



PRACTICE HISTORICAL READING SKILLS

Complete the chart.

Match the poster element to the correct description. Then, write of how each element supports the propaganda message of the



SEE IT IN ACTION!

Explore Tennessee Sources

NG THE NATION



TE

LT

TEACHER EDITION

Think Like a Historian: Sourcing Information

Use this additional sourcing information to further contextualize the source in order to deepen students' analysis and evaluation.

Summary

The source is a poster commissioned by the Office of War Information in 1943. It was part of a collection of propaganda posters designed by Weimer Pursell.

Purpose

The purpose of the poster was to encourage drivers to be patriotic by sharing rides with others instead of driving alone. By having fewer cars on the road, gasoline, a resource needed for the war effort, could be saved.

For teachers, use **Think Like a Historian: Sourcing Information** in the Teacher's Edition for support in teaching the source. Each source is supported by:

- Summary
- Purpose
- Intended Audience
- Source Considerations
- Scaffolding and Differentiation Support
- Analyze and Discussion Questions

What's Next

In the sidebar navigation, select **Echoes of History** and then **Propaganda: Past and Present**.

your analysis
the poster.

BRING RELEVANCY TO STUDENTS

Each chapter contains an Echo, a thought-provoking read/write activity that invites students to read about the past and draw connections to present-day events, exploring how concepts in history, economics, geography, and government reverberate over time.

Each Echo is centered around a short **news-style article**.

Key activities in Traverse contain **slide-in scaffolding** to support student learning. Preview the various levels in the teacher account before assigning to your students.

U.S. History Chapter 29: World War II at Home

Responding

Directions: Before constructing your response, ask yourself the following:

- What is the question asking me to do?
- How can I respond to the question?
- What vocabulary from the chapter should I use?
- Think: What kind of messages have you seen from the government or from companies? What other examples of propaganda have you learned about? How might this propaganda impact how people think about the world around them?

RESPOND

Read the following question. Plan and write a response, then search for and select an appropriate image in the image bank to serve as a background for your response. Make sure to:

- focus on a single, clear idea in your response;
- Consider the experiences you have had with the topic;
- consider historical connections between the past and present; and
- select an image that complements your written response in some way. It can serve to visually reinforce your response or add additional visual context to help others understand your meaning.

How has propaganda evolved in the 21st century?

ECHOES OF HISTORY

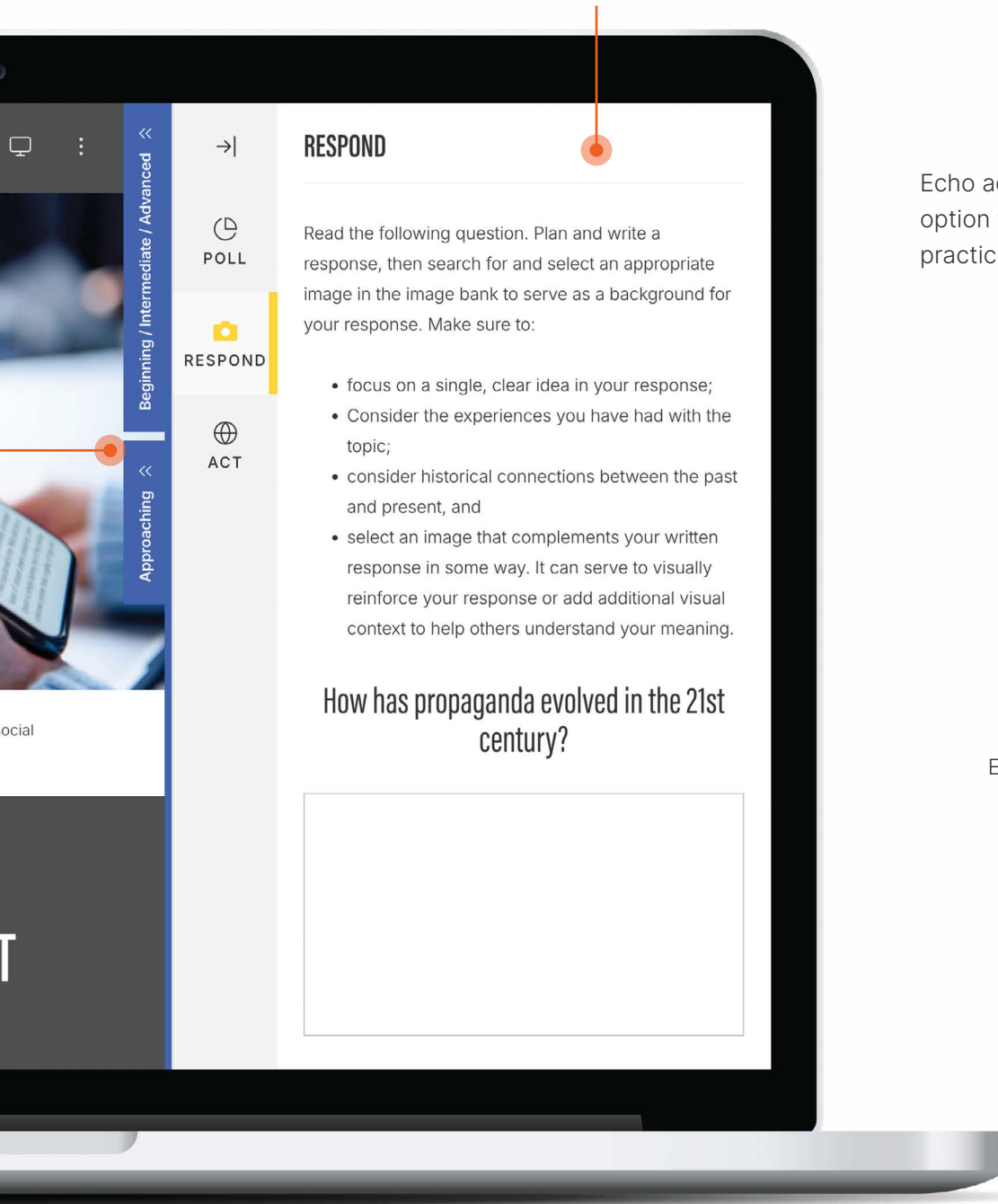
World War II at Home

Today, the ease of sharing and copying media enables the spread of propaganda on social media and the internet.

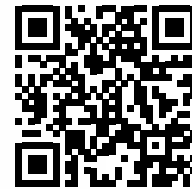
TE LT ES

PROPAGANDA: PAST AND PRESENT

After a whole **class poll**, students will respond with an **auditory, visual, or written response**.



Echo activities contain a **peer review** option to encourage collaboration and practice digital civil discourse.



SEE IT IN ACTION!
Explore Tennessee Activities

What's Next

Select **Chapter Inquiry** in the sidebar navigation and then **Inquiry Introduction**.

INQUIRY-DRIVEN LEARNING

After studying content, students will apply their knowledge to the Chapter Inquiry task. Teachers, view a preview of the inquiry task online and in your Teacher Resource Companion.

Inquiry tasks start with a **compelling question** and **collaborative activity** to kick-start student curiosity.

Complete the activity in the space provided.

Beginning / Intermediate / **Advanced**

Provide three words or phrases that describe what you think President Ford meant by "this American Promise."

First Choice

Second Choice

Third Choice

Each inquiry task contains a variety of **primary and secondary sources** to provide multiple perspectives for students.

Students will use the **traveling graphic organizer** to prepare their response for the inquiry task — it is on the bottom of each source page.

U.S. History Chapter 29 World War II

SOURCE SET

KOREMATSU V. UNITED STATES	U.S. PUBLIC OPINION POLL ON THE INTERNMENT OF JAPANESE PEOPLE, 1942
----------------------------	---

RIGHTING A WRONG



4:21

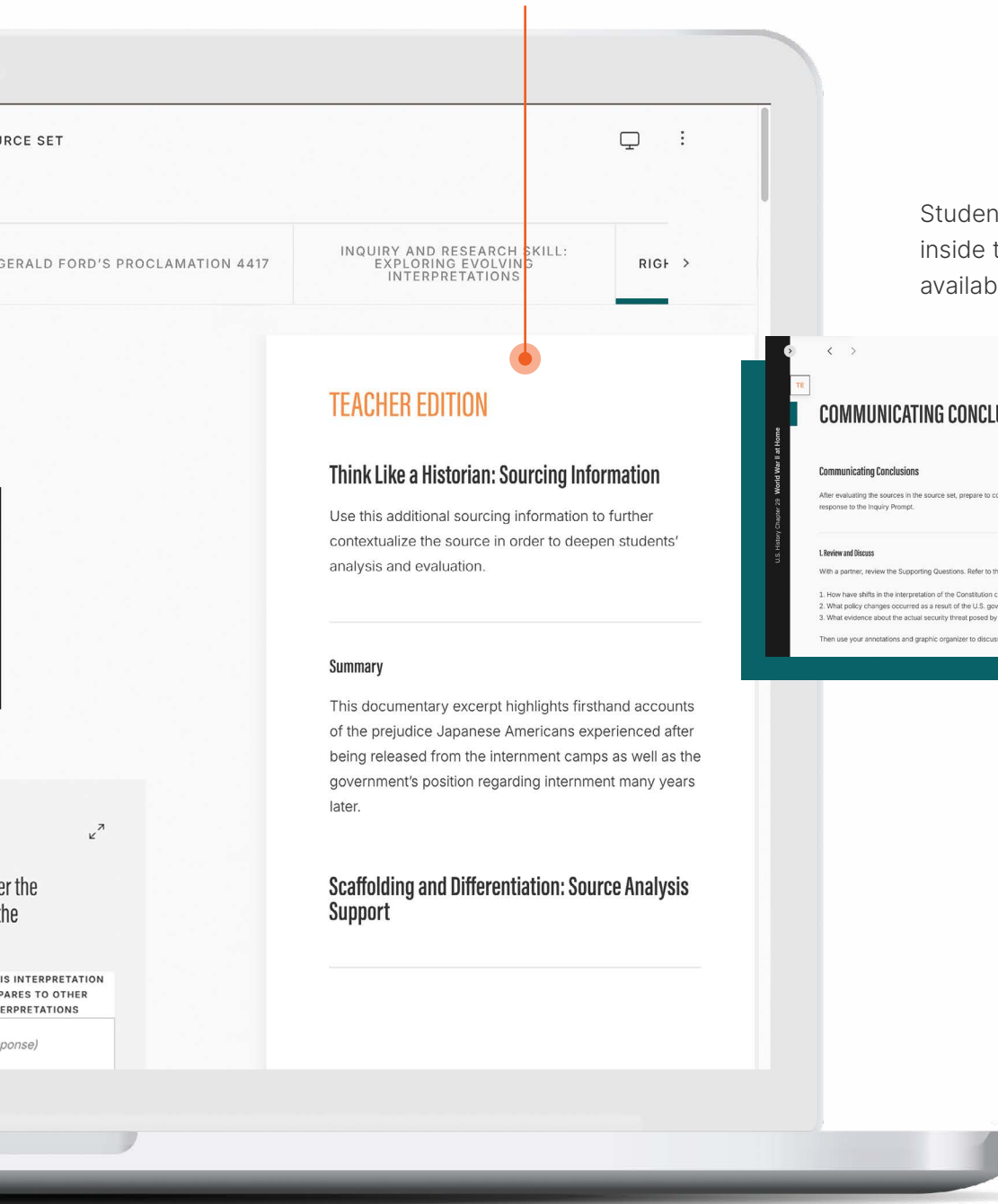
PRACTICE INQUIRY AND RESEARCH SKILLS

Complete the graphic organizer.

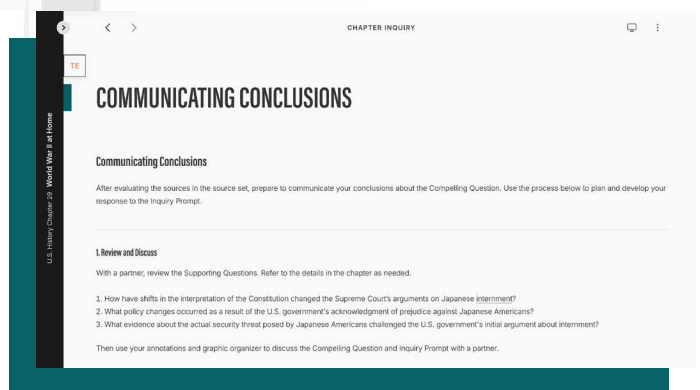
Complete the graphic organizer as you examine the sources to answer the Compelling Question "How has the U.S. government's position on the internment of Japanese Americans developed over time?"

SOURCE TITLE	PERSPECTIVE	EVIDENCE	HOW THE COMP. Q. IS ANSWERED
Korematsu v. United States	(no response)	(no response)	(no response)

Teachers can see **in-depth sourcing information** and discussion questions for every source in Traverse.



Students complete their inquiry task inside the platform with their rubric available to guide their thoughts.



What's Next

Key skills are embedded within the inquiry task; click **Inquiry and Research Skill: Exploring Evolving Interpretations** from the sidebar navigation.

SKILL INSTRUCTION

Skill lessons are paired with student edition content, and skills are revisited, or spiraled, in later chapters, reinforcing learning and promoting retention. All skill lessons follow the same structure for increased student retention — students will be introduced to the skill and then immediately practice and apply the skill.

Students will see a **definition** of the skill.

Each skill lesson includes a **checklist** that students will use when applying the skill to sources.

U.S. History Chapter 29
World War II at Home

CHAPTER INQUIRY

Chapter Preview TE
Chapter Overview
Mobilizing the Nation
Echoes of History
Equity and Exclusion
Civil Liberties and the Internment of Japanese Americans
Chapter Review
Inquiry Preview TE
Chapter Inquiry

TE

INQUIRY AND RESEARCH SKILL: EXPLORING EVOLVING INTERPRETATIONS

What are historical interpretations?

A historical interpretation is a historian's evidence-based claim about a development, group, or individual. Historians may arrive at different interpretations based on the same evidence as a result of their perspective. Interpretations are informed by context and can change or evolve over time.

How do you explore evolving interpretations?

Checklist

- Consult sources about a topic that were created at different points in time.
- Analyze the perspective expressed in each source:
 - What perspective on the topic does each source express?
 - What key information about the source helps you better understand that perspective (for example, purpose, audience, maker, and so on)?
 - How does understanding the time period in which the source was created help you better understand the perspective presented?
 - How has the perspective impacted the interpretation presented in each source?
- Compare the perspectives expressed in each source.
- Make inferences about how, to what extent, or why the perspectives expressed in the sources have changed over time:
 - How significantly have perspectives on this topic changed over time? How do these shifts influence the interpretations?
 - What can you infer about why perspectives on the topic have changed over time?
 - How might contemporary perspectives shape interpretations of the past?
 - What, if any, new evidence has been added to the historical record that may explain a shift in interpretations?
 - How have changes in culture or society impacted the interpretation of this topic?
 - What historical sources or perspectives of people at the time seem to be missing from the discussion of this topic? How might these gaps in the historical record impact interpretations of the past?

Now it's time to use the checklist to practice exploring evolving interpretations with the sources.

Academic Vocabulary
consult, discipline, evolve, seek, trace

After students are introduced to the skill, they will apply it during the Source Set of the inquiry task. Click the **Source Set** and then **Inquiry and Research Skill: Exploring Evolving Interpretations** to view the rest of the skill lesson.

Skill Model

Here is how one student applies the skill of Exploring Evolving Interpretations to the first three sources in the Chapter Inquiry. The student analyzes the sources and discusses them with peers. Then the student uses this conversation to complete the graphic organizer:

Source Title	Perspective	Evidence	How this interpretation compares to other sources
Korematsu v. United States	• In 1944, Justice Hugo Black (majority opinion) argued the evacuation order was constitutional for national security reasons. • Justice Owen Roberts argued it was not constitutional because it was based on Korematsu's ancestry.	• Black: "He was excluded because we are at war with the Japanese Empire" • Roberts: "based on his ancestry, and solely because of his ancestry, without evidence or inquiry concerning his loyalty and good disposition towards the United States"	Not applicable
U.S. Public Opinion Poll on the Internment of Japanese People, 1942	shows the large number of Americans who supported the internment of Japanese people living in America and Japanese Americans	• 93 percent of Americans polled supported relocating Japanese people living in the U.S. who were not U.S. citizens. • 59 percent supported relocating Japanese Americans.	Similar to the Supreme Court source, even though opinions were divided, public opinion initially supported the internment of Japanese Americans. I wonder if this was because of fear after the attack on Pearl Harbor.
Gerald R. Ford's Proclamation 4417	In 1976, President Ford officially apologized on behalf of the U.S. government more than 30 years after WWII ended.	"We now know what we should have known then —not only was that evacuation wrong, but Japanese-Americans were and are loyal Americans."	Similar to Justice Robert's argument, Ford says the military danger thought to be posed by Japanese Americans was not real.

PRACTICE INQUIRY AND RESEARCH SKILLS

Complete the graphic organizer.

Complete the graphic organizer as you examine the sources to answer the Compelling Question "How has the U.S. government's position on the internment of Japanese Americans developed over time?"

SOURCE TITLE	PERSPECTIVE	EVIDENCE	HOW THIS INTERPRETATION COMPARES TO OTHER INTERPRETATIONS
Korematsu v. United States	(no response)	(no response)	(no response)
U.S. Public Opinion Poll on the Internment of Japanese People, 1942	(no response)	(no response)	(no response)
Gerald Ford's Proclamation 4417	(no response)	(no response)	(no response)
Righting a Wrong	(no response)	(no response)	(no response)
From Wrong to Right: A U.S. Apology for Japanese Internment	(no response)	(no response)	(no response)
Trump v. Hawaii	(no response)	(no response)	(no response)

Content Vocabulary: Internment, Executive Order 9068, Hirabayashi v. United States, Korematsu v. United States, Gordon Hirabayashi, Fred Korematsu

Students will immediately practice and apply the skill, using a **skill model** for support.

Key skills are accompanied by a video, **The Beat**, which provides an additional student model.



What's Next

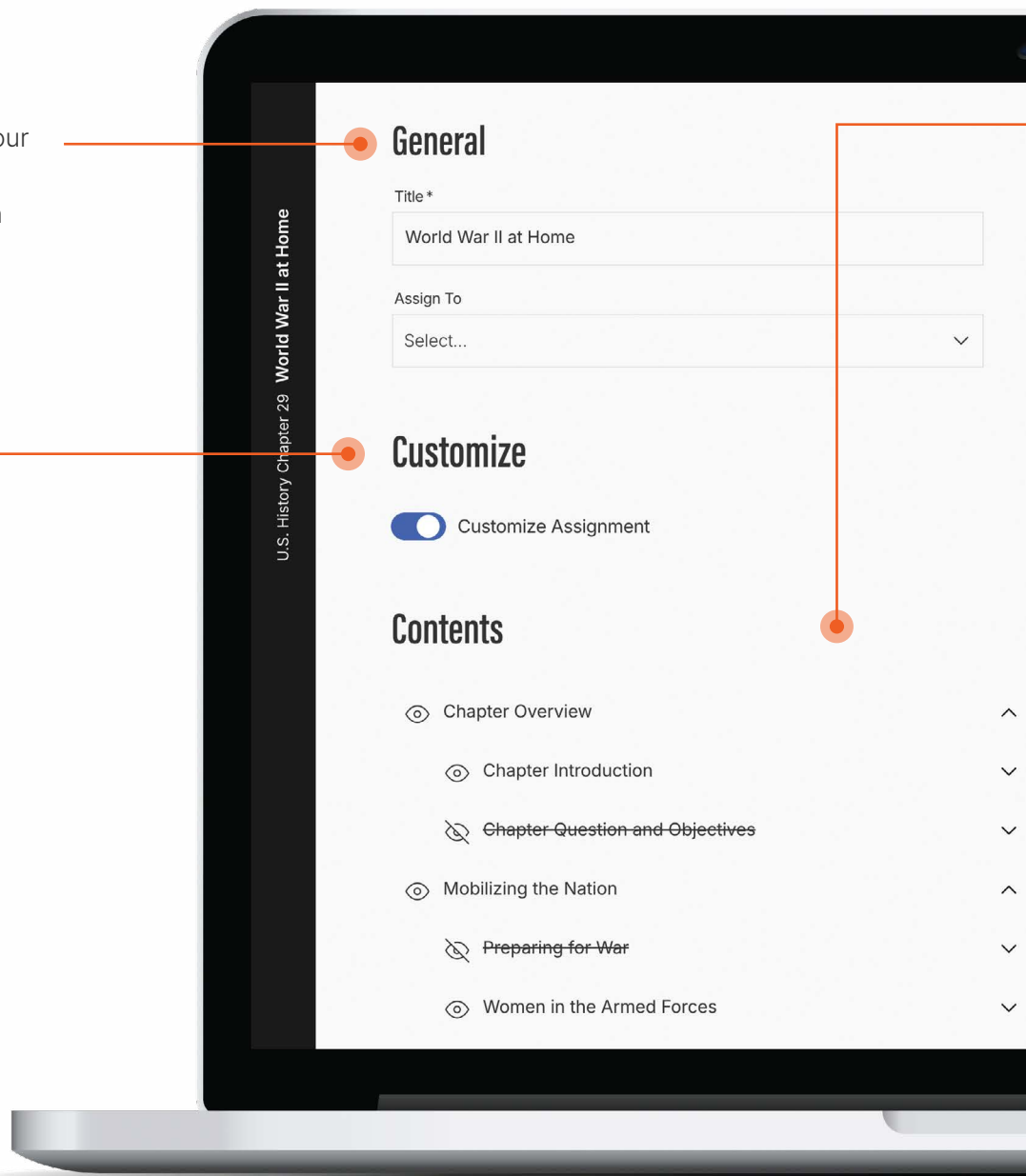
From any page in the platform, click the blue Assign button on the bottom of the sidebar navigation to create an assignment.

CUSTOMIZE YOUR CONTENT AND ASSIGNMENTS

Traverse empowers you to choose what content is and is not taught in your classroom. You also have the ability to create and customize assignments — you can even upload your own teaching materials.

Rename your assignment, select your assignees, and set your due dates. Preplan your assignments and then select “Active” in settings to make them visible to students.

Turn on customization settings to personalize the assignment for your students.



Start Date

06/23

06:00 AM



Due Date

06/30

11:59 PM



☐ Allow Late

Allow students to submit their assignment up to 60 days after the due date.

☒ Active

Allow students to see this assignment. (Students who have already submitted this assignment will see it in their binders regardless of this setting.)

Student Support

☐ Include Chapter Summary

These appear as the second tab of the first TE section. For students, they appear as the last subsection of the first section

☒ Audio Voiceovers

Include audio voiceovers for text summaries.

☒ Scaffolds

Show scaffolds to appropriate students.

☒ Leveled Narrative Text

Show lower Lexile level content where available.

Easily hide sections of the chapter for students. District administrators can also hide sections from teachers, ensuring that all content meets district standards.

Adjust scaffolding support for your students to set them up for success.

What's Next

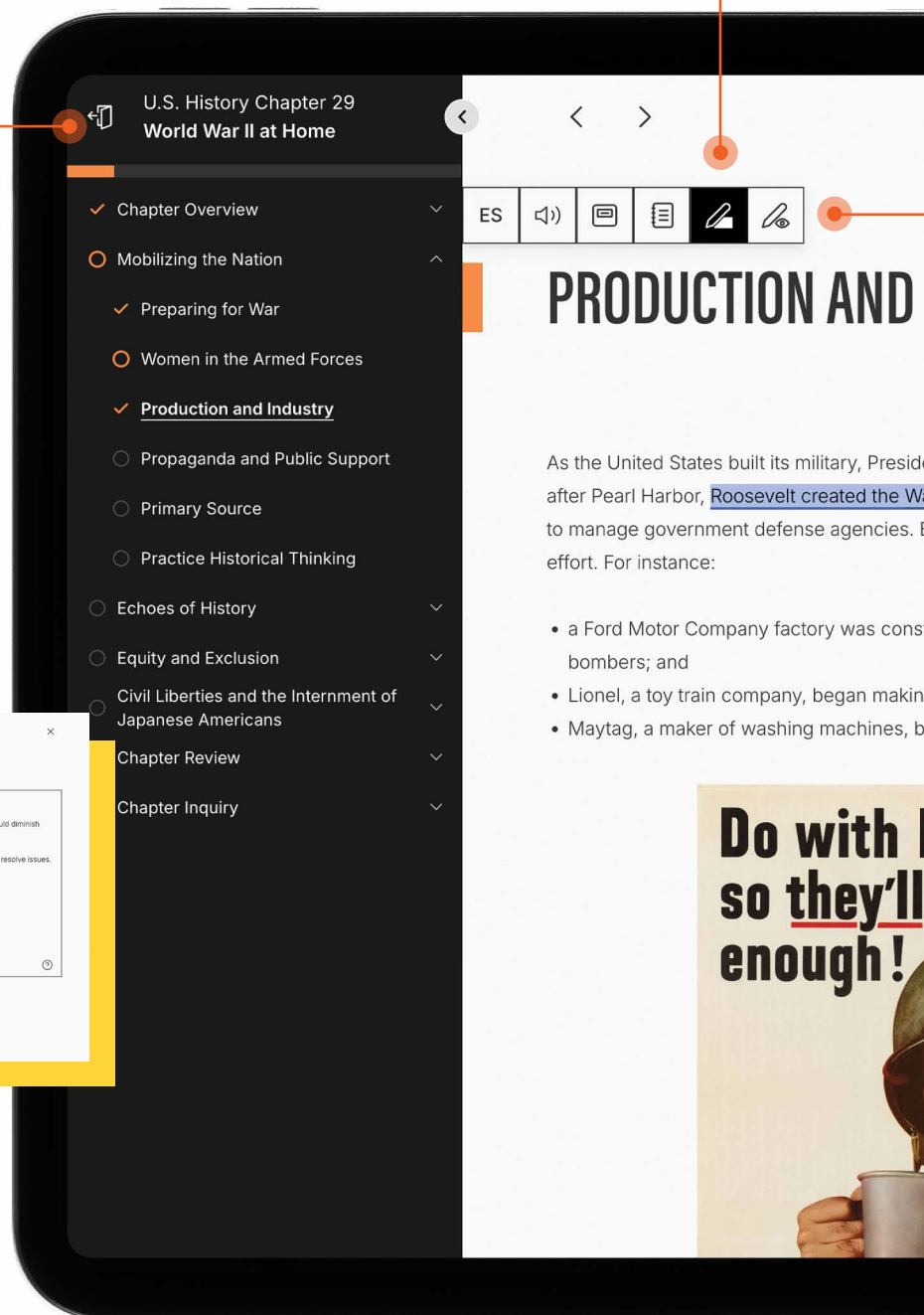
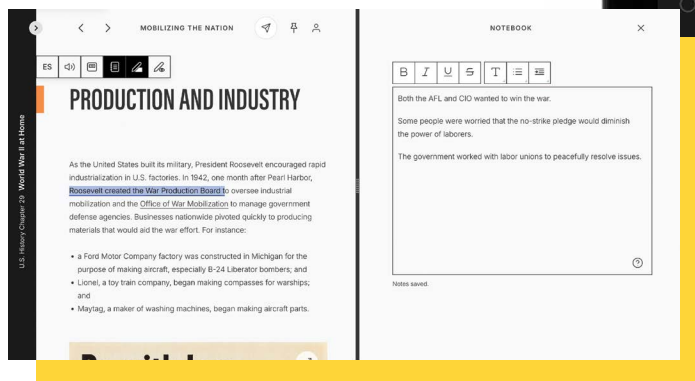
Now that you have created an assignment, use your student log-in to view and complete it as a student.

STUDENT VIEW

Students will only see what content has been assigned to them by their teacher, giving you full control of their learning.

Students can **easily see what's been completed** — checkmarks denote that they have completed their work and circles show that there are uncompleted tasks.

Students can open their notebook to respond to activities and complete their work without leaving the platform.



All annotations are gathered in one place so students can easily refer back to their notes when studying.

The screenshot shows a digital learning interface with a dark header bar containing the title "MOBILIZING THE NATION" and three icons: a location pin, a pushpin, and a person. Below the header, the word "INDUSTRY" is displayed in large, bold, black letters. The main content area features a paragraph of text: "President Roosevelt encouraged rapid industrialization in U.S. factories. In 1942, one month after the War Production Board was established to oversee industrial mobilization and the Office of War Mobilization and Production, businesses nationwide pivoted quickly to producing materials that would aid the war effort." Below this text is a photograph of a smiling man in a military helmet, with the text "less-have" overlaid on the image. To the right of the photograph, a text box contains the following text: "From the Office of War Information in 1943, this poster depicts real-life American soldier Thomas J. Murray, encouraging Americans to ration their food and gasoline."

Students have a number of tools to support their learning:

- Spanish translations with the click of a button
- Read-aloud audio
- A built-in line reader
- Color-coded annotations for all text, images, and videos

All completed work is gathered in the Student Binder for easy reference.

The screenshot shows a digital learning interface with a dark header bar containing the title "TRAVERSE" and three icons: a location pin, a pushpin, and a person. Below the header, the word "BINDER" is displayed in large, bold, black letters. The main content area features a grid of two items. The first item is a photograph of a group of people, with the text "U.S. HISTORY CHAPTER 20 World War II at Home" overlaid. The second item is a photograph of a Native American man, with the text "U.S. HISTORY CHAPTER 6 Federal Policy and Indigenous Resistance" overlaid. To the right of the grid, a sidebar contains the text "Avg. Assignment Score 25%" and "Avg. Test Score 25%". Below this, a "Filter by" dropdown menu is visible.

What's Next

After you've completed the assignment as a student, log back into your teacher account to view assessments and the gradebook.

ASSESSMENT

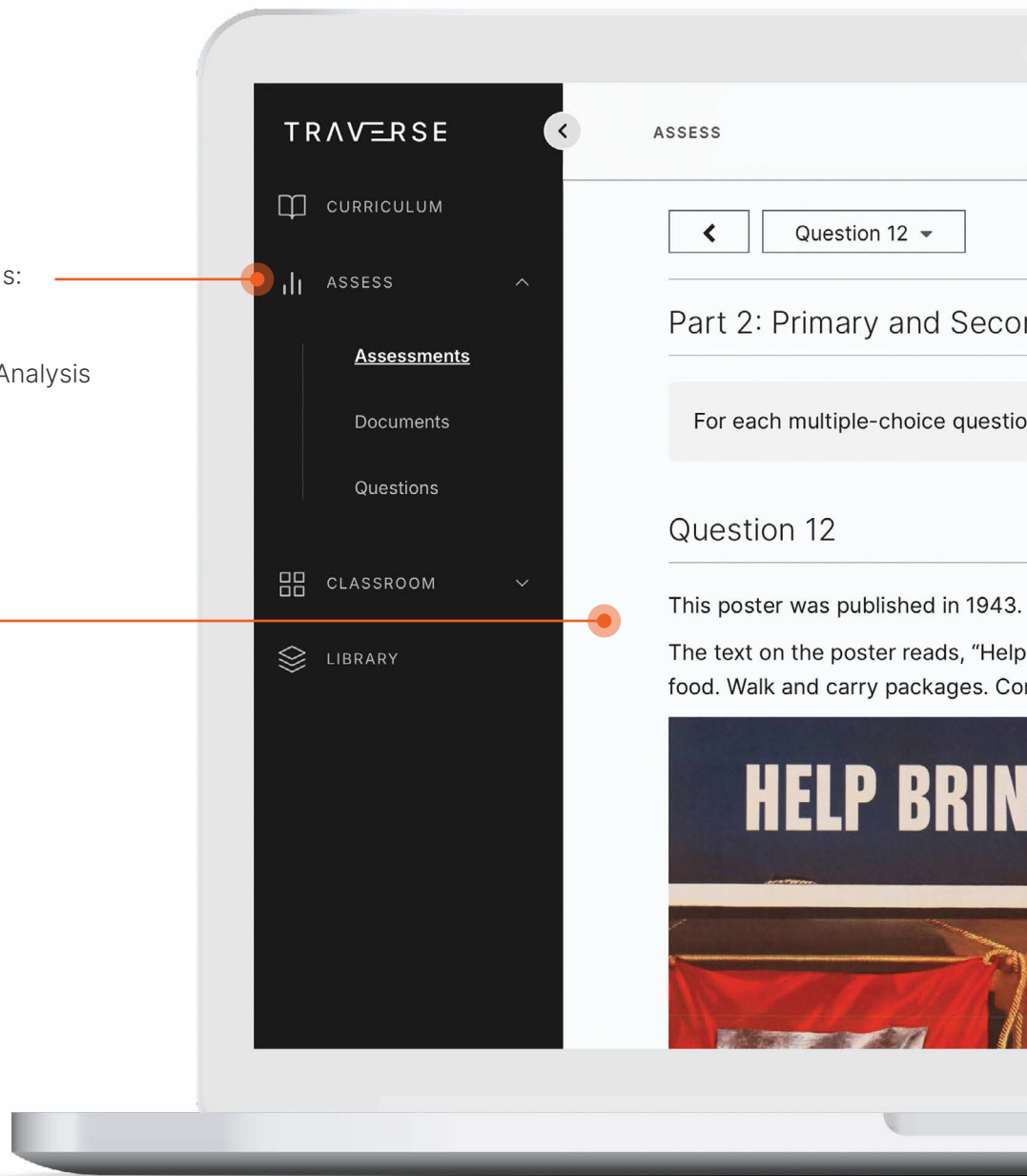
Traverse provides data-driven assessment in a centralized location to measure students' progress through standards and provide essential insights for educators.

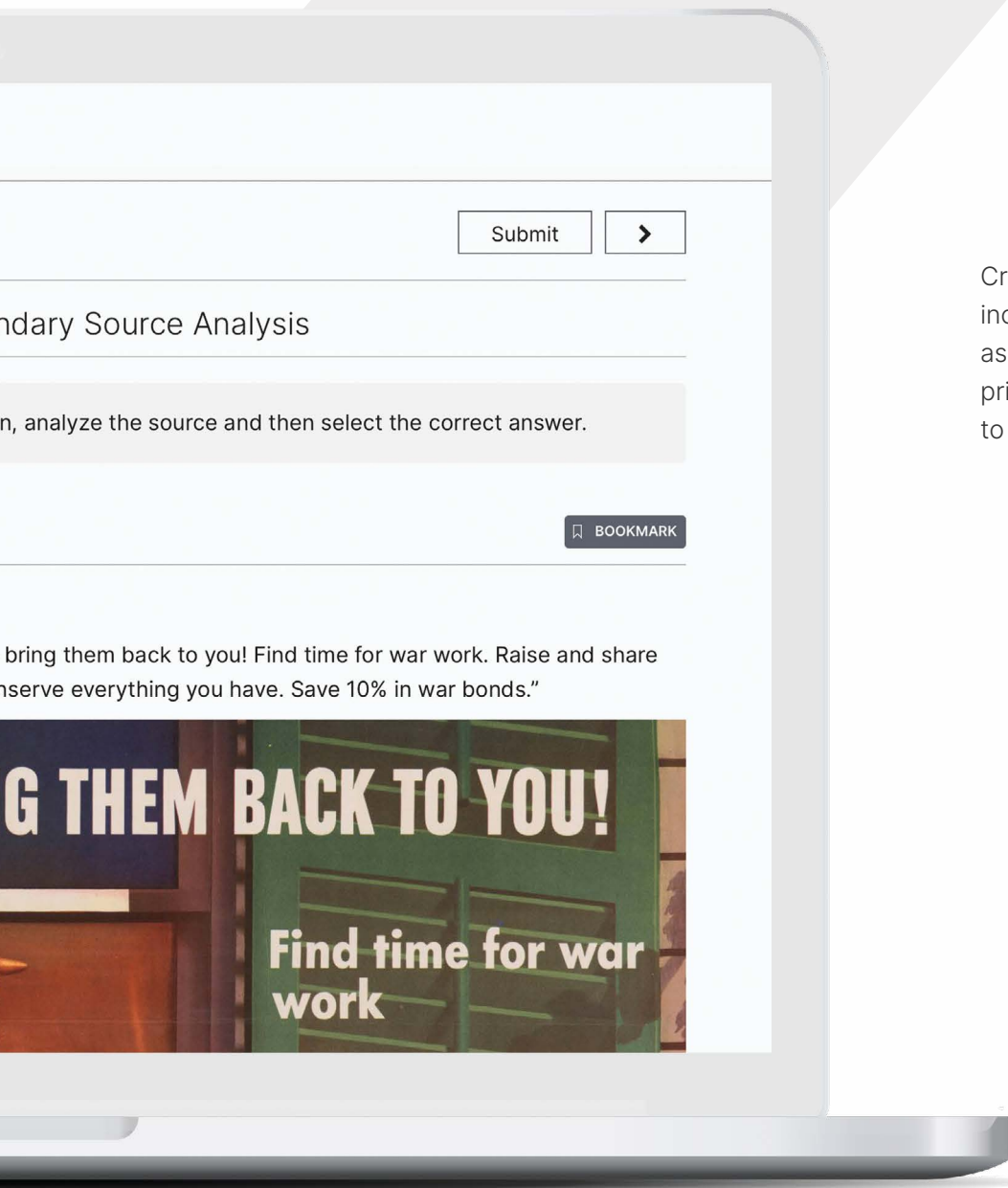
From the Traverse home screen, select **Assessment** and then the test bank you'd like to explore. We'll explore **assessments** (premade unit tests) today, but you can also view **document-based assessment** questions and **chapter and unit questions** individually.

All assessments have three sections:

1. Vocabulary and Knowledge
2. Primary and Secondary Source Analysis
3. Historical Reading and Thinking
4. Document-Based Questions

Teachers can preview any unit assessment and customize before assigning to students.





Create your assessment settings, including previewing an assessment as a student, assigning it, cloning, printing, or exporting the assignment to use in another platform.

What's Next

After reviewing the assessments, go to our home screen and select **Classroom** and **Groups**.

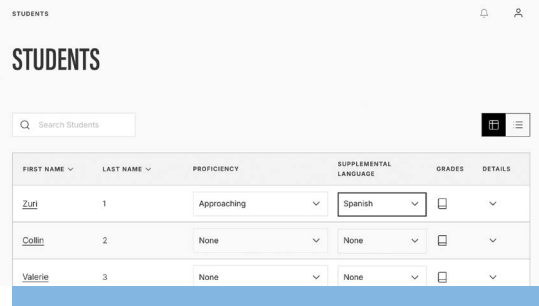
GRADEBOOK

The gradebook provides a summary of key data on assignments and student progress. You can also pull individual reports under the **student** view.

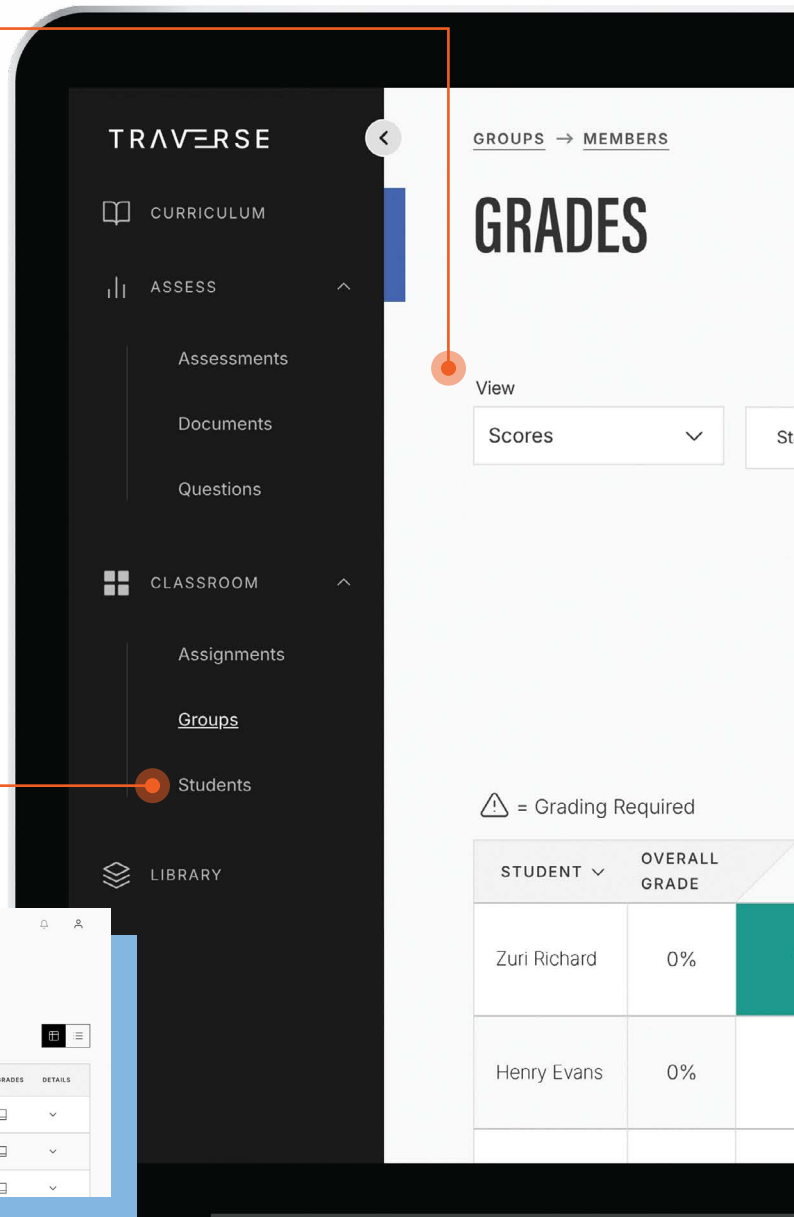
There are **multiple gradebook views** depending on how you want to pull data.

- Scores: the total point score possible for each completed assignment
- Scores break out changes from total score possible to individual activity scores for the assignment
- Percentages: the score earned as a percentage
- Standards: each standard assessed by an assignment or test and percentage of mastery per standard
- Standards Mastery: creates a visual showing all students assessed by an assignment or test and percentage toward mastery of the entire group or class

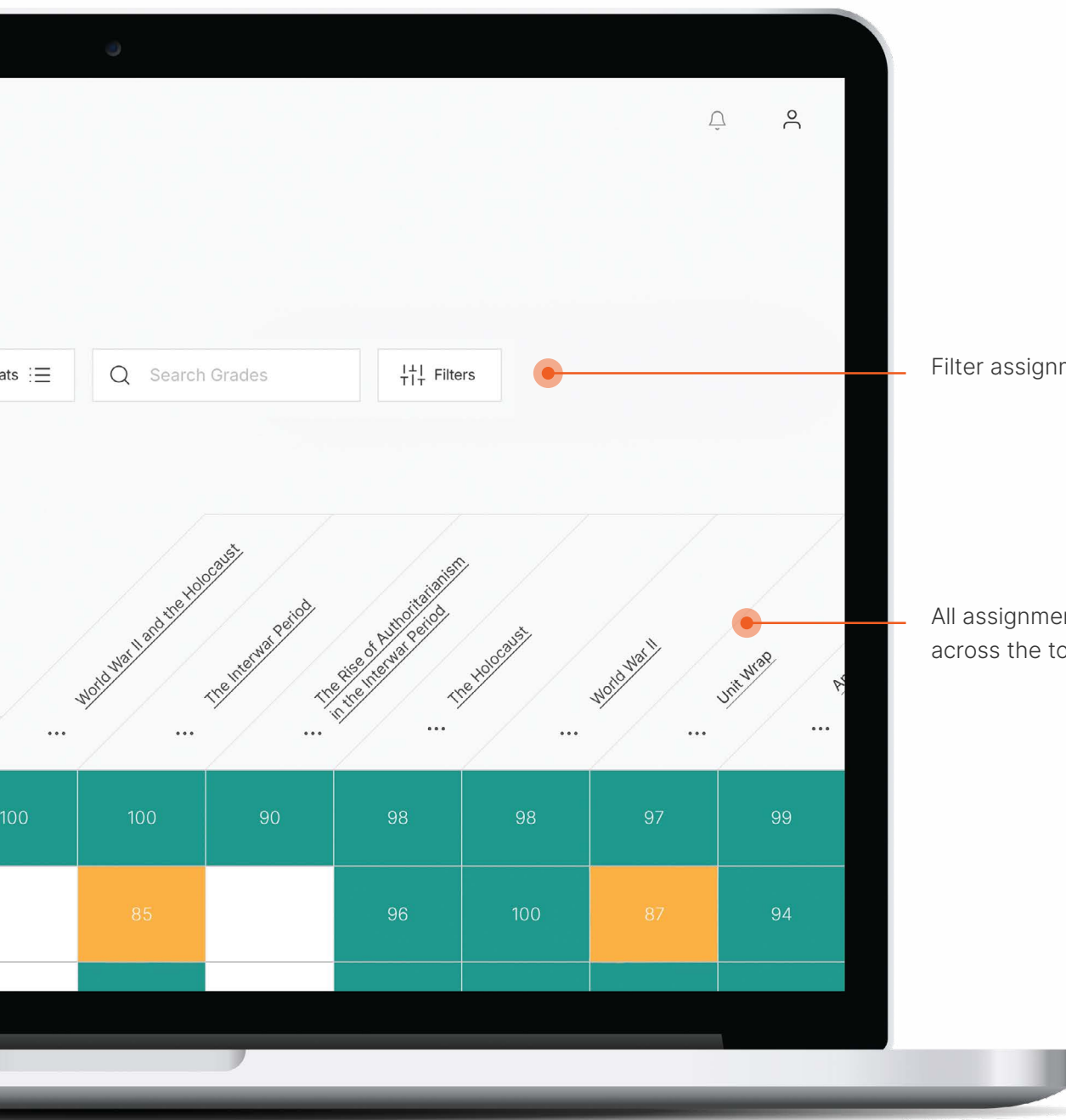
Click on **Students** to see individual student progress and change proficiency levels (and scaffolded support) for students.



FIRST NAME	LAST NAME	PROFICIENCY	SUPPLEMENTAL LANGUAGE	GRADES	DETAILS
Zuri	1	Approaching	Spanish		
Collin	2	None	None		
Valerie	3	None	None		



STUDENT	OVERALL GRADE
Zuri Richard	0%
Henry Evans	0%





EXPLORING THE WORLD. INFORMING THE FUTURE.



See Traverse in action.

info.imaginelearning.com/traverse-tennessee

Contact your account executive.

Jessica Hendren: jessica.hendren@imaginelearning.com

Audrey Dallaire: audrey.dallaire@imaginelearning.com

Jillian Turosky: jillian.turosky@imaginelearning.com

Log into your Teacher Trial Account.

URL: api.imaginelearning.com/signin

Username: TNSSEducator@imaginelearning.com

Password: ExploreTraverse2027!



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