Learning to Inquire in History, Geography, and Social Studies: An Anthology for Secondary Teachers

Disciplinary Coverage

In this chart, we identify which disciplines are addressed in each chapter of the 5th edition (2025), indicting whether they are a substantial focus, discuss a relevant topic, or include specific examples.

	Chapters	History	Geography/ Environmental Studies	Politics/Law/ Social Justice	Indigenous Studies	Economics
Part One: Identifying Worthwhile Destinations						
1	Embarking on Professional Inquiry					
	Creating a Legacy					
2. 0	Teaching So It Matters					
2.1	Imagining the Curriculum	Some discussion	Some discussion	Example		Example
2.2	Formulating a Vision	Example			Some discussion	
	Unpacking the Goals					
3. 0	Taking Our Goals Seriously	Example			Example	
3.1	Deep Understanding	Example	Example	Some discussion		
3.2	Real Competency			Example		Some discussion
3.3	Internalized Values		Some discussion	Some discussion		
	Rising to the Challenges of Our Time					
4. 0	Opening Your Classroom to the World	Example	Example	Some discussion		
4.1	The Climate Crisis		Major focus	Example		
4.2	Reconciliation	Some discussion		Example	Major focus	
4.3	Historical Injustices	Major focus		Major focus	Some discussion	
4.4	Respectful Commemoration	Major focus		Example	Some discussion	
4.5	Genocide	Major focus		Major focus		
4.6	The Illusions of Democracy			Major focus		
4.7	Fake News, Conspiracies, and Twisted Histories	Major focus		Major focus		
4.8	2S/LGBTQIA+ Affirming Pedagogy			Major focus		
4.9	Intersecting Identities			Some discussion		
4. 10	Student Agency	Example	Example	Example	Example	
4.11	Hopefulness		Some discussion	Some discussion		
Part Two: Planning for Teaching and Learning						
	Charting the Learning Journey					
5. 0	The Habits of Effective Planners					
5.1	Course Previews	Example		Example	Example	
5.2	Unit Overviews		Example			
5.3	Detailed Lessons	Example			Example	
Part Three: Adopting an Inquiry Approach						
	Teaching Through Inquiry					
6. 0	The Case for Genuine Inquiry	Example				
6.1	Problematizing What Is To Be Learned	Example	Example	Example	Example	Example
6.2	Framing Sustained Inquiries	Major focus				
6.3	Thoughtful Questioning and Discussion	Example				
6.4	Supporting Independent Inquiry	Example				
6.5	Promoting Reading Comprehension	Example				

	Tailoring Inquiry to the Disciplines					
7. 0	Disciplined Inquiry	Example	Example	Example	Example	Example
7.1	Embedding Historical Thinking	Major focus				
7.2	Embedding Geographical Thinking	Example	Major focus			Some discussion
	Examplengaging With Alternative Narratives					
8. 0	Accommodating a Diversity of World Views					
8.1	A Critical Approach to Teaching History	Major focus				
8.2	History From an Indigenous Perspective	Major focus			Major focus	
Part Four: Supporting Student Learning						
9	Facilitating Scaffolded Inquiry					
	Creating the Conditions for Learning					
10. 0	Shaping the Character of the Class			Example		
10.1	Creating a Co-operative Classroom					
	Building Student Capacity					
11. 0	Teaching the Tools	Example				
11.1	Relevant Information	Example				
11.2	Key Concepts and Distinctions		Example	Example		
11.3	Criteria for Judgment		Example			
11.4	Self-regulated Strategies					
11.5	Productive Habits of Mind				Example	
	Providing Feedback and Guidance					
12. 0	Assessment as Teaching					
12.1	Assessing Student Work					
12.2	Reporting on Overall Achievement		Some discussion			
	Mobilizing Diverse Resources					
13. 0	Activating Resource Opportunities	Example			Example	
13.1	Text-based Resources	Example	Example	Example		Example
13.2	Visual Resources	Major focus	Example	some discussion		
13.3	Primary Historical Documents	Major focus				
13.4	Realistic Fiction	Major focus				
13.5	Maps	Example	Major focus	Example		Example
13.6	People and Places	Major focus	Some discussion		Some discussion	Example