

Reading Like a Historian: Preparing Students to Understand the Past and Present



Advancing Evidence.
Improving Lives.

Study of Integrating Digital Literacy Into Reading Like a Historian

You are invited to participate in a project that provides an enhanced version of the *Reading Like a Historian* curriculum. Below you will find details about the curriculum, professional development supports, what participation involves, and the benefits for you and your students.

About the Curriculum

The Digital Inquiry Group (DIG; formerly Stanford History Education Group) *Reading Like a Historian* curriculum provides students opportunities to explore historical questions by examining documents and developing arguments supported by evidence. DIG is introducing an enhancement to this curriculum for high school U.S. history classrooms—it includes new materials that incorporate research-backed digital literacy strategies from another DIG curriculum, called *Civic Online Reasoning*. The goal is to support students in discerning credible information online—a necessary skill for democratic participation in the 21st century. The updated *Reading Like a Historian* curriculum includes digital literacy strategies and formative assessments to help teachers track student learning.



About the Professional Learning

As part of this project, teachers will receive the following free professional development:

- A **multiday synchronous institute** focused on implementing *Reading Like a Historian*.
- An **asynchronous online course** to support integration of digital literacy into history instruction.
- Ongoing **online coaching sessions**.

- ★ RLH and COR are **award-winning** curricula that have logged **more than 15 million downloads**.
- ★ RLH has **demonstrated positive impacts on student outcomes**.
- ★ COR lessons are **effective in helping students be more discerning consumers of online information**.



Digital Inquiry Group (DIG) is a nonprofit organization established by the team behind the Stanford History Education Group. Their recent work focuses on preparing young people to be discerning consumers of the information they encounter online. Through their research, classroom materials, and professional development, they seek to empower learners to make sense of the past and present.

What Does Participation Involve?

The American Institutes for Research® (AIR®) is conducting a study to understand how integrating digital literacy into *Reading Like a Historian* impacts students, and is looking for schools and districts to participate.

Schools that participate will:

- Identify high school U.S. History teachers to participate; and
- Be assigned by lottery to implement the lessons either in fall 2025 or spring 2026.

Teachers who participate will:

- Participate in 20 hours of professional learning either in summer 2025 or spring 2026;
- Implement 6 to 10 *Reading Like a Historian* lessons either in fall 2025 or spring 2026; and
- Participate in data collection during fall 2025 (survey, focus group).

What Are the Benefits to Teachers?

- Access to award-winning, research-based **curriculum materials at no cost**
- 20 hours of **professional learning credit**
- **Honoraria** for completing the professional development and implementing the curriculum
- **Gift certificates** for completing data collection

Spring 2025

- Schools sign on and identify U.S. History teachers

Summer 2025

- Lottery to determine first and second implementation groups
- Professional learning for first group

Fall 2025

- First half of schools implement curriculum
- Data collection for all schools

Spring 2026

- Professional learning for second group
- Second half of schools implement curriculum

Interested/Questions?

To learn more about this project, sign up for an information session using the QR code or contact us at RLHstudy@air.org.

