



PONTIFICIA  
UNIVERSIDAD  
CATÓLICA  
DE CHILE

TECHNOLOGY  
TRANSFER Office  
Vice-Chancellor of Research



# Modules for School History Lessons

## SUMMARY

Teaching school history entails delivering content and developing investigative, analytical and interpretation skills, which calls for working with historical sources that are combined with research/investigative questions. The wealth of required content listed on school curricula and limited time available often results in teachers prioritizing conceptual or “hard” content.

That is why this research team developed a set of 12 modules aimed at teaching history skills and content in a school classroom setting based on the Chilean national curriculum for grades 7 through 12. This was inspired by Stanford University Samuel Wineburg’s Reading Like a Historian (RLH) teaching model developed for use by teachers in their classroom.

### • POTENTIAL USE

Can be used to teach history skills and content in the classroom. Modules can be systematized in order to create a supplemental physical and/or digital classroom education resource.

### • ADVANTAGES

The modules are included in the Chilean curriculum which allows for developing certain skills such as source comparison, critical thinking, research, analysis and interpretation, along with the required history class content for each grade level.

### • DEVELOPMENT STATUS

TRL 6 – Modules are ready to be systematized in physical and/or digital format.

### • RESEARCH TEAM

Laura Valledor, Assistant Professor at the UC School of Education UC. Undergraduate Degree in History and Teaching History from the Pontificia Universidad Católica de Chile, PhD in Education Sciences from the Pontificia Universidad Católica de Chile.