

AI Literacy in History Class

Why?	
This lesson is designed to help students develop the skills to critically evaluate AI-generated content, fostering an informed and discerning approach to both historical narratives and emerging technologies.	
Materials Needed	Time needed
<ul style="list-style-type: none">• Computers with internet access• Whiteboard and markers or other place to record student responses• Worksheet with guiding questions (optional)	30 mins
Objectives	
<ul style="list-style-type: none">• Students will be able to describe how ChatGPT and similar AI models generate content related to historical events and figures.• Students will be able to critically evaluate AI-generated content to identify accuracy, biases, and omissions.• Students will be able to articulate their insights on the advantages and limitations of using AI as a source of historical information.	
Key Concepts & Vocabulary	
<ul style="list-style-type: none">• Artificial Intelligence: Computer systems able to perform tasks that normally require human intelligence.• Bias in AI: Systematic and repeatable errors in AI outputs, influenced by the data used to train the model.	
Lesson	
<ol style="list-style-type: none">1. Introduction (5 minutes)<ol style="list-style-type: none">a. Briefly explain the purpose of the lesson: to assess the reliability and accuracy of AI-generated content in the context of history.2. AI Generation (5 minutes)<ol style="list-style-type: none">a. Choose a historical event or figure that the class has been studying.b. Use ChatGPT to generate a description of the chosen topic.c. Project the output so all students can read it.3. Class Dissection (12 minutes)	

- a. Distribute the handout with the guiding questions or write/project the following questions on the board:
 - i. How is this person/event portrayed?
 - ii. What information needs to be verified?
 - iii. What did ChatGPT leave out that you would have included?
 - iv. Are there any potential biases in the portrayal? If so, what might be their origin?
4. Read the AI-generated content aloud and lead a discussion with the students based on the guiding questions Encourage students to point out inaccuracies, omissions, and biases
5. Reflection (5 minutes)
 - a. Ask students to reflect on the following questions, individually, in pairs, or as a class:
 - i. What did you learn about the way AI presents historical information?
 - ii. How does this AI-generated content compare to other sources you've studied?
 - iii. How might you approach AI-generated content in the future, in light of this exercise?
6. Wrap-Up (3 minutes)
 - a. Summarize the class findings. Emphasize the importance of cross-referencing information and being critical consumers of AI-generated content.
 - b. Highlight the need for continued AI literacy, especially as technology continues to evolve.

Sources to Learn More

- [Chatbots sometimes make things up. Is AI's hallucination problem fixable? \(AP Article\)](#)
- [Eliminating bias in AI may be impossible – a computer scientist explains how to tame it instead](#)