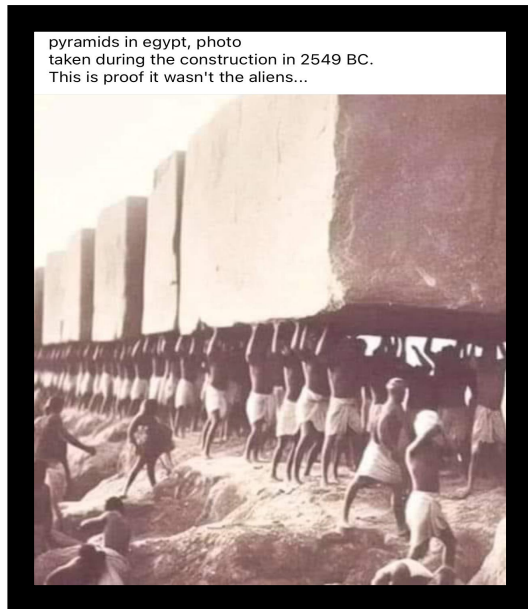


# Lesson Plan:

## - Checking AI on social media



**Subject: History, Information Technology, AI Literacy**

**Level: Secondary Education (12-15 years old)**

**Duration: 40 minutes**

### Learning Outcomes:

This lesson aligns with the following Junior Cycle History learning outcomes:

1.5: investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence

1.6: debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry

### Key Skills:

This lesson will help develop the following key skills from the Junior Cycle framework:

1. Managing information and thinking: Students will gather, record, organize and evaluate information about the AI-generated image and historical facts about pyramids.
2. Being creative: Students will explore options and alternatives for verifying the authenticity of the image.
3. Communicating: Students will listen and express their ideas clearly during group discussions and presentations.
4. Being literate: Students will express ideas clearly and accurately in their analysis and homework assignments.
5. Working with others: Students will learn with and from each other in group activities.

These learning outcomes and key skills are developed through the lesson's focus on critically analysing digital content, researching historical facts, and collaboratively presenting findings - all in the context of examining an AI-generated historical image.

### **Materials Needed:**

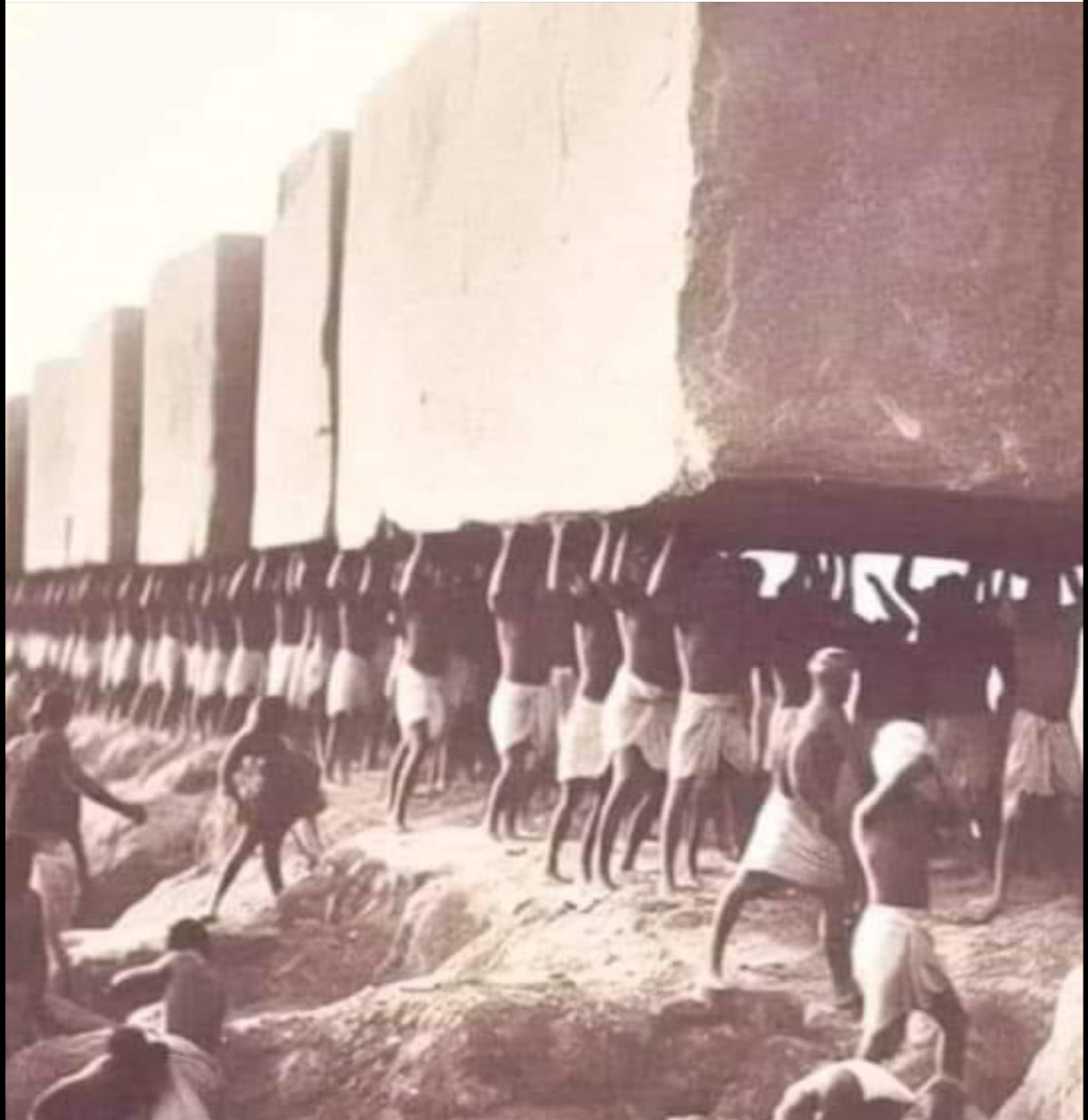
- Computer with internet access and projection capability.
- Printed copies of the AI-generated image.
- Chromebooks or iPads for each student.
- Access to verified academic resources.
- Junior Cycle Key Skills Poster.

### **Lesson Structure:**

#### **1. Introduction (5 minutes)**

- Present the AI-generated image of the pyramids in Egypt (provided).
- Pose an open-ended question: **"What do you think about this image?"** and gather initial thoughts without guiding them toward any conclusions.

pyramids in egypt, photo  
taken during the construction in 2549 BC.  
This is proof it wasn't the aliens...



## 2. Activity Setup (5 minutes)

- Explain that the objective is to act as 'digital detectives' to determine if this image is accurate.
- Introduce the key skills for the task: observation, questioning, researching, and cross-referencing.

Here's an updated version of the script that includes a reference to social media:

"Today, we're going to be digital detectives. Your task is to examine this image of the pyramids closely and figure out if it's accurate. This is similar to what you might encounter on social media platforms like TikTok or Instagram, where historical images or 'facts' are often shared.

Look for anything that seems unusual or doesn't fit with what you know about history. Use your Chromebooks to research and find credible sources to verify your observations. Remember, the key skills we are focusing on are observation, questioning, researching, and cross-referencing.

These skills are important not just for this class but also for navigating the information you see every day on social media. They help you critically assess information, make informed decisions, and avoid being misled by inaccurate or manipulated content.

Work in groups, discuss your findings, and be ready to present your conclusions. This exercise will help you become more discerning consumers of digital content, whether you're in history class or scrolling through your TikTok feed. Let's get started!"

### 3. Detective Work (15 minutes)

- Distribute printed copies of the AI-generated image to each student.
- Divide students into small groups and instruct them to list anything that seems unusual or questionable about the image.
- Provide Chromebooks or iPads for research and encourage students to use multiple credible sources to verify the details about the pyramids' construction.
- Teacher monitors and provides guidance, prompting students with questions like "What evidence do you have for this conclusion?" or "Where can you find more information about this detail?"

### 4. Group Analysis and Presentation (10 minutes)

- Have each group present their findings and reasoning to the class.
- Encourage class discussion to explore different perspectives and consolidate their detective work.
- Summarise the common inaccuracies identified by the students, reinforcing the importance of critical analysis.

### 5. Reflection and Key Takeaways (5 minutes)

- Recap the key points learned during the lesson.
- Emphasise the value of questioning and verifying digital content.
- Discuss the broader implications of misinformation and disinformation in today's digital world.

- In a world with AI such images are going to become more common.

### Homework Assignments:

#### Beginner:

- Write a short paragraph about what you learned from today's lesson about the importance of questioning digital images. Include one example from your research.

### **Intermediate:**

- Create a one-page report on another historical event or figure. Find one image related to your topic, and research its accuracy. Identify any potential inaccuracies or misleading aspects.

### **Advanced:**

- Develop a presentation (3-5 slides) on the role of AI in creating digital content. Include examples of both accurate and inaccurate AI-generated images. Analyse how these images can influence public perception and suggest methods to critically assess such content.

### **Additional Relevant Resources:**

- Video on AI Hallucinations: [Understanding AI Hallucinations]  
<https://www.youtube.com/watch?v=nLbaUhEAx5c>

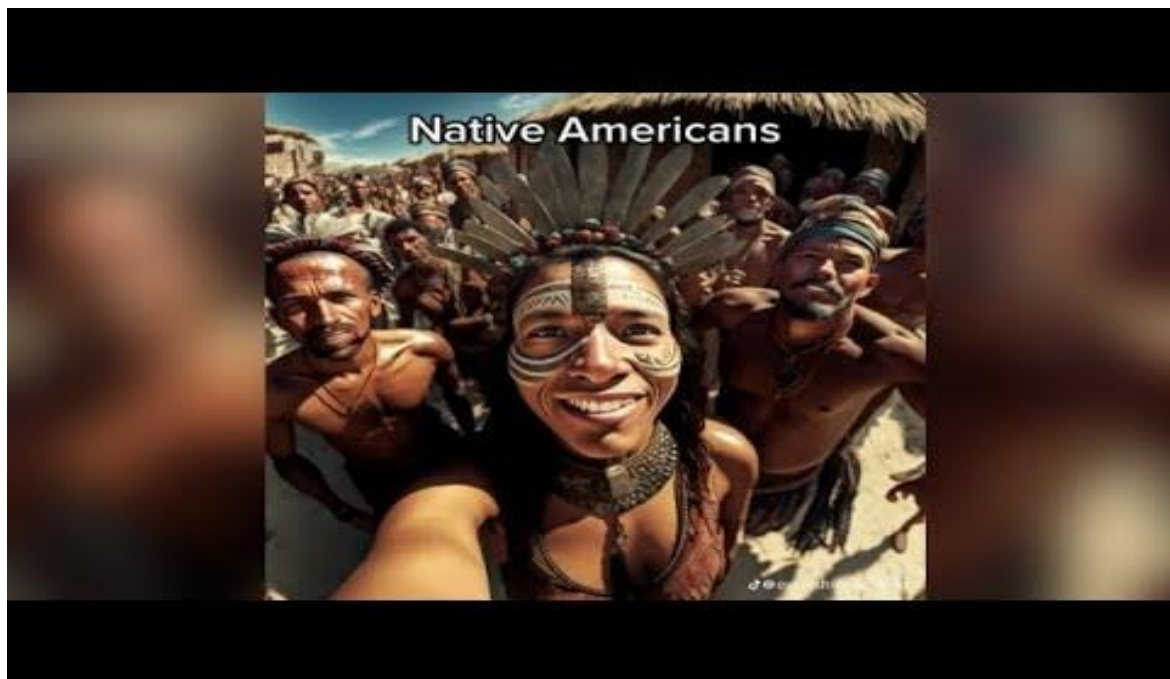




- AI generated “Historic selfies”

The Vikings at 20 seconds would be interesting one to pause at and discuss.

<https://www.youtube.com/watch?v=8vq9iGTmKxU>





- Online articles on the construction of the pyramids.

## **Building of the Pyramids**

### **1. National Geographic Education: "Pyramids"**

This resource delves into the construction techniques and historical significance of the pyramids. It includes information about the step pyramid of Djoser, the advancements made by Pharaoh Snefru, and the monumental achievements of the Great Pyramid of Khufu. The article is structured to be informative and educational for middle school students.

- <https://education.nationalgeographic.org/resource/pyramids/>

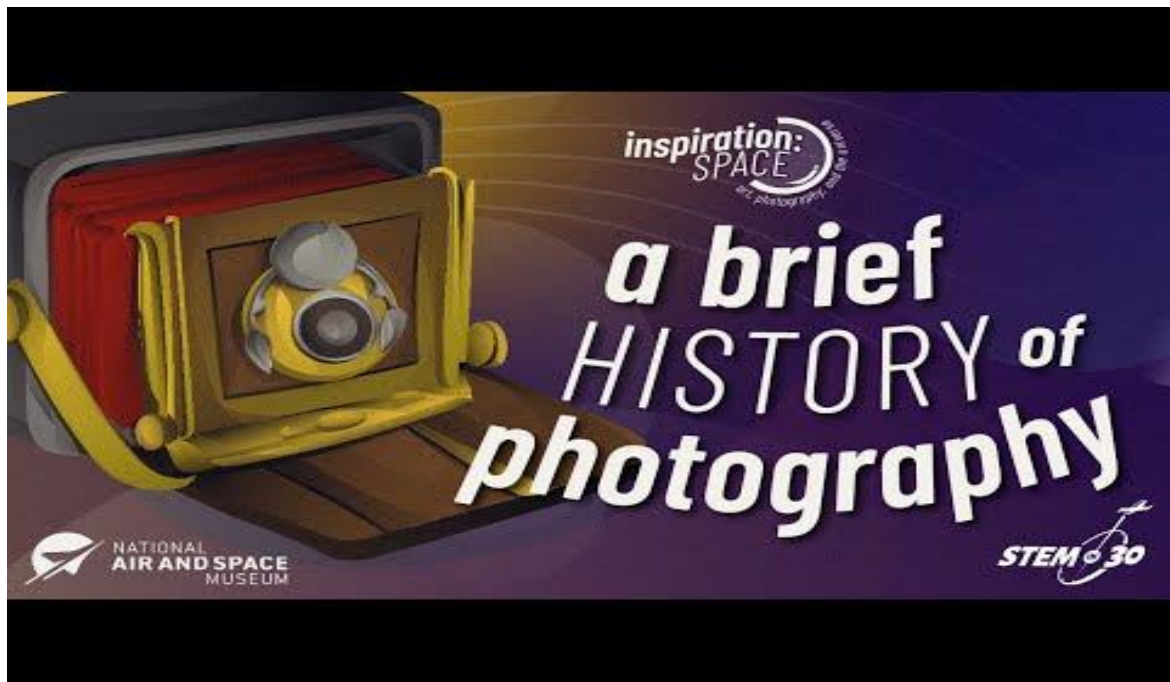
### **2. TIME for Kids: "The Pyramids of Egypt"**

This article is specifically tailored for younger audiences, providing a concise and engaging overview of the pyramids. It covers the basics of why the pyramids were built, who built them, and the impressive scale of these ancient structures. The article includes vivid imagery and straightforward explanations ideal for young learners.

<https://www.timeforkids.com/k1/pyramids-of-egypt/>

## **History of Photography**

- <https://www.youtube.com/watch?v=RGMAZ4DwuH8>



inspiration:  
SPACE

# *a brief HISTORY of photography*

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STEM 30