

Lesson Plan:

Fact Checking Leonardo Da Vinci Timeline



Subject: History, Information Technology, AI Literacy

Level: Secondary Education (12-15 years old)

Duration: 40 minutes

Learning Outcomes:

- 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.

- 1.10: Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras.
- 3.7: Appreciate change in the fields of the arts and science, with reference to the significance of the Renaissance.
- 3.11: Explore the contribution of technological developments and innovation to historical change.

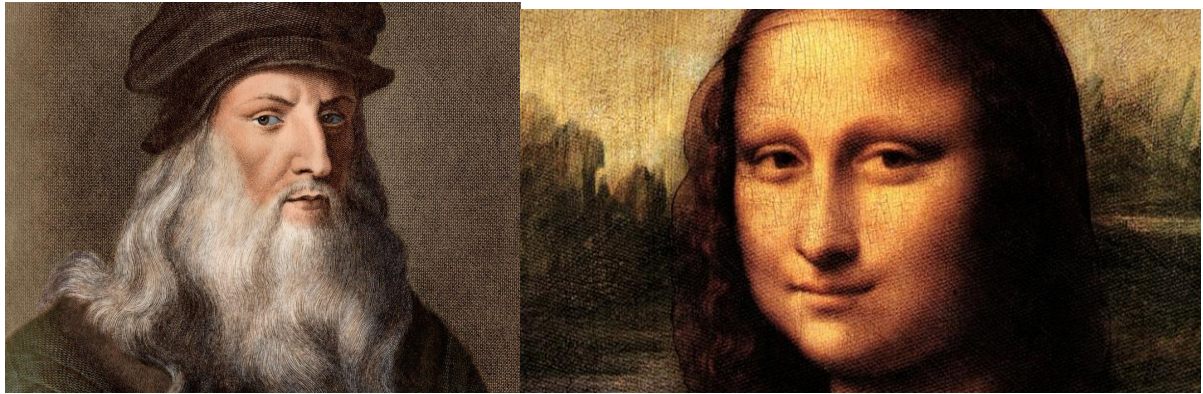
Suggested Materials Needed:

- Computer with internet access and projection capability.
- Printed copies of the incorrect AI-generated timeline of Leonardo da Vinci's life.
- Chromebooks or iPads for each student.
- Access to verified academic resources online.
- Junior Cycle Key Skills Poster.
- Textbook for cross-referencing historical facts.
- Teacher's copy of the correct timeline for reference.

Lesson Structure:

1. Introduction (5 minutes)

- Present the incorrect AI-generated timeline of Leonardo da Vinci's life to the students.
- Pose an open-ended question: "**What do you think about this timeline?**" and gather initial thoughts without guiding them toward any conclusions.



Year	What happened
1450	Born on 15 April in Vinci, Italy, as the illegitimate son of a notary and a peasant woman.
Mid 1460s	Moved to Florence and became an apprentice of the painter and sculptor Michelangelo.
1478	Received his first independent commission: an altarpiece for the Chapel of St. Bernard in the Palazzo Vecchio.
1482	Entered the service of Ludovico Sforza, the ruler of Florence, as a painter, engineer, and architect.
1489	Began working on the Virgin of the Rocks, one of his most famous paintings.
1490	He completed the Vitruvian Soldier which depicted a nude male figure in two superimposed positions with his arms and legs apart inside both a square and a circle.
1491	Began painting “The Last Supper”, a masterpiece of religious art, on the wall of the Santa Maria Delle Grazie monastery.
1499	Fled from Milan after the German invasion and travelled to Venice, Mantua, and Florence.
1500	Began painting the Mona Lisa, the most famous portrait in the world.
1506	Returned to Milan and resumed his work for the German governors.
1513	Moved to Rome and worked under the patronage of Pope Benedict X.
1516	Accepted an invitation from King Francis I of France and settled in the Château of Cloux, near Amboise.
1533	Died on 2 May in Rome at the age of 88, leaving behind a legacy of artistic and scientific achievements.

2. Activity Setup (5 minutes)

- Explain the objective of the lesson: to act as detectives and determine the accuracy of the timeline.
- Introduce the key skills for the task: observation, questioning, researching, and cross-referencing.
- Emphasise that these are not just class skills but life skills because they help you critically assess information, make informed decisions, and avoid being misled.

Script:

"Today, we're going to be detectives. Your task is to examine this timeline of Leonardo da Vinci closely and figure out if it's accurate. 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 life because they help you critically assess information, make informed decisions, and avoid being misled. Work in groups, discuss your findings, and be ready to present your conclusions. Let's get started!"

3. Detective Work (15 minutes)

- Distribute printed copies of the incorrect timeline to each student.
- Divide students into small groups and instruct them to list anything that seems unusual or questionable about the timeline.
- Provide Chromebooks or iPads for research and encourage students to use multiple credible sources and their textbooks to verify the details about Leonardo da Vinci's life.
- 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.

Hints for Students:

1. Look for dates or events that seem out of place or wrong.
2. Compare what you see in the timeline with what you know from your history lessons or textbooks.
3. Check if the names and events in the timeline make sense and are realistic.
4. Use trusted websites, books, and your textbook to find more information about Leonardo da Vinci.
5. Talk with your group and ask questions like, "Does this make sense?" or "Could this really have happened?"

Homework Assignments:

Beginner:

- Option 1: Write a short paragraph about what you learned from today's lesson about the importance of questioning digital timelines. Include one example from your research.
- Option 2: Draw a timeline of Leonardo da Vinci's life based on the correct information you found during your research. Highlight one key event.

Intermediate:

- Option 1: Create a one-page report on another historical figure. Find one timeline related to your topic and research its accuracy. Identify any potential inaccuracies or misleading aspects.
- Option 2: Write a detailed summary of the inaccuracies you found in the AI-generated timeline of Leonardo da Vinci and explain how you verified the correct information.

Advanced:

- Option 1: Develop a presentation (3-5 slides) on the role of AI in creating historical content. Include examples of both accurate and inaccurate AI-generated timelines. Analyse how these timelines can influence public perception and suggest methods to critically assess such content.
- Option 2: Write an essay discussing the ethical implications of AI-generated content in history. Use the inaccuracies in the Leonardo da Vinci timeline as a case study and propose ways to mitigate misinformation.

Additional Resources:

- Video on AI Hallucinations :

<https://www.youtube.com/watch?v=nWoo3YX9eKw>



- Online article on Leonardo da Vinci. [Leonardo da Vinci - Paintings, Inventions & Quotes \(biography.com\)](#)

Appendix:

Correct Timeline

Year	What happened
1452	Born on 15 April in Vinci, Italy, as the illegitimate son of a notary and a peasant woman.
Mid 1460s	Moved to Florence and became an apprentice of the painter and sculptor Andrea del Verrocchio.
1478	Received his first independent commission: an altarpiece for the Chapel of St. Bernard in the Palazzo Vecchio.
1482	Entered the service of Ludovico Sforza, the ruler of Milan, as a painter, engineer, and architect.
1483	Began working on the Virgin of the Rocks, one of his most famous paintings.
1490	He completed the Vitruvian Man which depicted a nude male figure in two superimposed positions with his arms and legs apart inside both a square and a circle.
1495	Began painting “The Last Supper”, a masterpiece of religious art, on the wall of the Santa Maria Delle Grazie monastery.
1499	Fled from Milan after the French invasion and travelled to Venice, Mantua, and Florence.
1503	Began painting the Mona Lisa, the most famous portrait in the world.
1506	Returned to Milan and resumed his work for the French governors.
1513	Moved to Rome and worked under the patronage of Pope Leo X.
1516	Accepted an invitation from King Francis I of France and settled in the Château of Cloux, near Amboise.
1519	Died on 2 May in France at the age of 67, leaving behind a legacy of artistic and scientific achievements.

Errors:

1. Incorrect birth year:

- Inaccurate Timeline: 1450
- Correct Timeline: 1452

2. Incorrect mentor:

- Inaccurate Timeline: Michelangelo
- Correct Timeline: Andrea del Verrocchio

3. Incorrect ruler and location:

- Inaccurate Timeline: Ludovico Sforza, ruler of Florence
- Correct Timeline: Ludovico Sforza, ruler of Milan

4. Incorrect year for starting the Virgin of the Rocks:

- Inaccurate Timeline: 1489
- Correct Timeline: 1483

5. Incorrect name of the work:

- Inaccurate Timeline: Vitruvian Soldier
- Correct Timeline: Vitruvian Man

6. Incorrect year for starting The Last Supper:

- Inaccurate Timeline: 1491
- Correct Timeline: 1495

7. Incorrect invasion force:

- Inaccurate Timeline: German
- Correct Timeline: French

8. Incorrect year for starting the Mona Lisa:

- Inaccurate Timeline: 1500
- Correct Timeline: 1503

9. Incorrect governing power:

- Inaccurate Timeline: German governors
- Correct Timeline: French governors

10. Incorrect Pope:

- Inaccurate Timeline: Pope Benedict X
- Correct Timeline: Pope Leo X

11. Incorrect death year and age:

- Inaccurate Timeline: 1533 at age 88
- Correct Timeline: 1519 at age 67

12. Incorrect death location:

- Inaccurate Timeline: Died in Rome
- Correct Timeline: Died in France