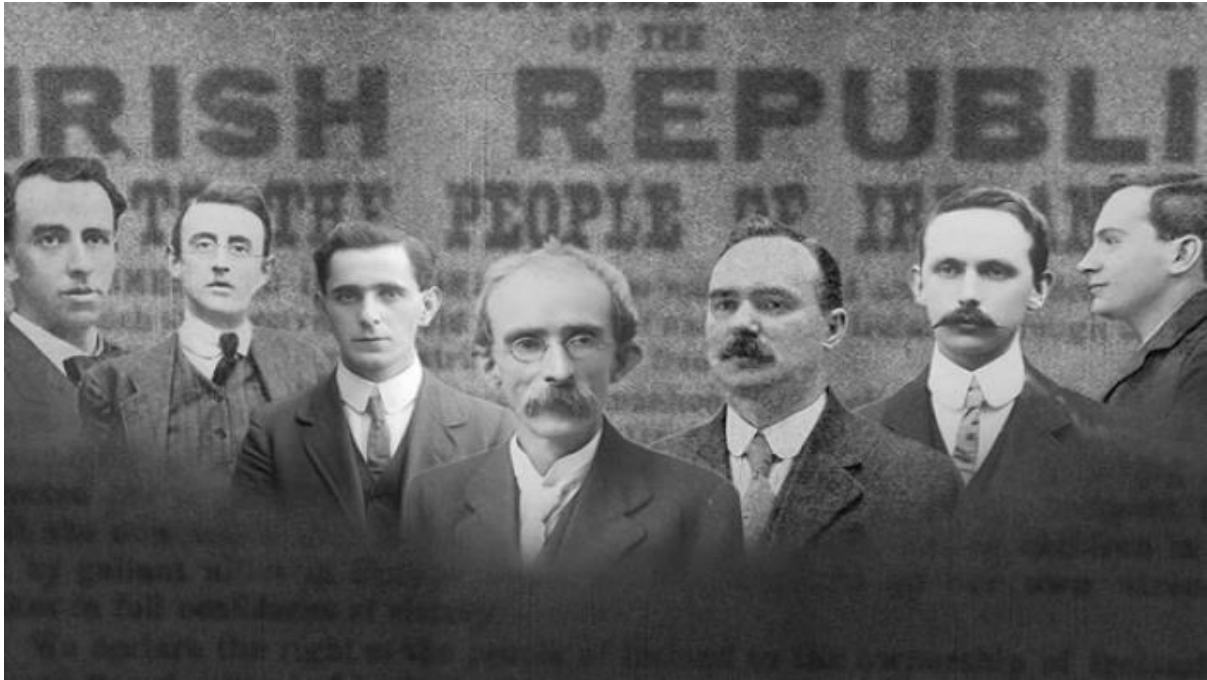


Lesson Plan:

Analysing an AI account of 1916 Rising



Subject: History, Information Technology, AI Literacy

Level: Secondary Education (12-15 years old)

Duration: 40 minutes

Learning Outcomes:

- 1.4: Demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space.
- 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.
- 2.4: Examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923.

Suggested Materials Needed:

- Computer with internet access and projection capability.
- Printed copies of an AI-generated account of the 1916 Rising
- Chromebooks or iPads for each student.
- Access to verified academic resources online.
- Junior Cycle Key Skills Poster.
- Textbook or other suitable sources for cross-referencing historical facts.

Lesson Structure:

1. Introduction (5 minutes)

- Write the word "**ANALYSE**" on the board.
- Discuss the meaning of "analyse" with the class. Explain that to analyse means to examine something methodically and in detail, typically for purposes of explanation and interpretation.
- Explain why analysis is important in history, particularly when dealing with digital content and AI-generated materials. Emphasise the importance of critical thinking and careful examination of information.
- Present the incorrect AI-generated account of the 1916 Rising to the students.
- Pose an open-ended question: "What do you think about this account that was generated by AI?" and gather initial thoughts without guiding them toward any conclusions.

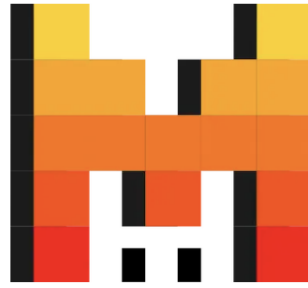
Differentiated Definitions of "Analyse" in History:

- **Beginner:**
 - Breaking down historical events into smaller parts to understand what happened.

- Identifying key people, dates, and events in a historical account.
- Asking simple questions about the causes and effects of an event.
- **Intermediate:**
 - Examining different sources to understand various perspectives on a historical event.
 - Comparing and contrasting different accounts of the same event to identify discrepancies.
 - Understanding the context in which events happened and how they relate to each other.
- **Advanced:**
 - Critically evaluating the reliability and bias of historical sources.
 - Interpreting complex historical data and evidence to draw informed conclusions.
 - Synthesising information from multiple sources to create a comprehensive understanding of historical events and their significance.

Lesson source document:

- This document was produced by an AI called La Mistral, based in France.
- Link here : [Mistral AI | Frontier AI in your hands](#)
- La Mistral is one of the few European-based generative AI models.
- **Optional Note:** Say to students “Imagine this document was submitted as last-minute homework, copied and pasted by a student”.



Tell me about the 1916 Rising



Model: Large ▾

This is a beta version. Responses may contain inaccuracies.



Sure! Here is an account of the 1916 Rising...

The 1916 Rising, also known as the Easter Rebellion, was a significant event in Irish history. It began on April 24, 1915, when Irish nationalists occupied key buildings in Dublin. The rebellion was led by the Irish Republican Brotherhood, aiming for Irish independence from British rule. However, the uprising was poorly organized and quickly suppressed by British forces within a week.

The leaders of the uprising, including notable figures like Eamon de Valera, who played a minor role, were arrested and executed, sparking public sympathy. The rebellion had little impact on the course of Irish history, and it wasn't until the 1930s that Ireland began to achieve greater autonomy. The event is often romanticized, overlooking the fact that many Irish people at the time were opposed to the rebellion. The British response was justified given the circumstances, as they needed to maintain order during World War I.

2. Activity Setup (5 minutes)

- Explain the objective of the lesson: to identify issues in the AI-generated account of the 1916 Rising, including inaccuracies, biases, and glaring omissions.
- Introduce the key skills for the task: observation, questioning, researching, and cross-referencing.
- Emphasise that these are not just academic skills but essential life skills for critically assessing information, making informed decisions, and avoiding misinformation.

Script:

"Today, we're going to critically evaluate an account of the 1916 Rising generated by AI. Your task is to closely examine the provided text and determine if it's accurate. Pay attention to any details that seem incorrect or incomplete based on what you know or can verify using your textbooks and credible online sources. The skills we are honing today—observation, questioning, researching, and cross-referencing—are crucial not just for our history class but for navigating information in everyday life. These skills help you critically assess what you read, make informed decisions, and avoid being misled. Work together, discuss your findings, and prepare to share your conclusions.

3. Investigative Work (15 minutes)

- Hand out the printed copies of the AI-generated account of the 1916 Rising to each student.
- Organise students into small groups and instruct them to identify any details in the account that seem incorrect, biased, or incomplete.
- Encourage students to use multiple credible sources, including their textbooks and online resources, to verify the information about the 1916 Rising.
- The teacher will circulate, offering support and prompting students with questions such as "What sources can you use to verify this information?" or "How does this detail compare to what you have learned previously?"

4. Group Analysis and Presentation (10 minutes)

- Have each group share their findings and the rationale behind their conclusions with the class.
- Facilitate a class discussion to explore the different perspectives and consolidate the research done by each group.

- Highlight the common inaccuracies and biases identified, emphasizing the critical skills used in their analysis.

5. Reflection and Key Takeaways (5 minutes)

- Summarize the key points discussed during the lesson.
- Stress the importance of questioning and verifying digital content, especially AI-generated material.
- Discuss the wider implications of misinformation and disinformation in the modern digital age, and how the skills learned today can help in navigating these challenges.

Homework Assignments:

Beginner:

1. Timeline Creation:

- Create a simple timeline of the key events of the 1916 Rising. Include at least five major events and a brief description of each.

2. Fact-Checking Exercise:

- Choose one key event from the AI-generated account and find three credible sources that confirm or contradict the event. Write a short paragraph summarizing your findings.

3. Poster Design:

- Design a poster highlighting the key figures of the 1916 Rising. Include names, roles, and a brief description of their contributions.

Intermediate:

4. Comparative Analysis:

- Write a one-page report comparing the AI-generated account of the 1916 Rising with information from your textbook. Highlight at least three inaccuracies or biases and explain why accurate historical representation is important.

5. Role-Play Script:

- Create a short script for a role-play activity where two or more key figures of the 1916 Rising discuss their goals and motivations. Ensure historical accuracy in their dialogue.

6. Source Evaluation:

- Evaluate the credibility of three different sources you used to verify the events of the 1916 Rising. Write a paragraph for each source explaining why it is reliable or not.

Advanced:**7. Critical Essay:**

- Write a two-page essay on the importance of critical thinking in evaluating historical sources. Use examples from the 1916 Rising lesson to support your argument.

8. Documentary Review:

- Watch a documentary about the 1916 Rising and write a review. In your review, discuss how well the documentary presents the events and any potential biases you observed.

9. Research Project:

- Conduct a research project on how the 1916 Rising has been represented in different historical accounts. Create a presentation comparing these representations and discuss how they reflect different perspectives and biases.

Additional Resources:

- Video on AI Hallucinations :

<https://www.youtube.com/watch?v=HnJ1bqXUnIM>



Chronology of the 1916 Rising:

<https://www.rte.ie/centuryireland/index.php/articles/chronology-of-the-easter-rising>

Appendix:

Inaccuracies and Biases in document:

1. Incorrect date: The 1916 Rising began on April 24, 1916, not 1915.
2. Omits key figures: No mention of Patrick Pearse, James Connolly, or other central leaders.
3. The role of De Valera is arguable. Describing him as a “minor” figure in the Rising is far too simplistic.
4. Downplays impact: The account states the rebellion had little impact, which is inaccurate.
5. Misleading conclusion: It suggests Irish autonomy began in the 1930s, omitting the establishment of the Irish Free State in 1922.
6. Biased perspective: The British response is described as justified without considering the Irish perspective or the brutality of the response.



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