



By Ned Courtemanche



Lesson Information

Lesson Title:	Visualizing History: Reading Comprehension Through AI-Generated Imagery
Grade Level:	Middle or High School
Subject Area:	Modern World History (adaptable across ELA, Civics, and Visual Literacy)
Duration:	One 50–60 minute class meeting
Prerequisites:	Students should have basic familiarity with AI tools such as ChatGPT or image generators. No prior knowledge of the historical source or context is necessary.

Standards Alignment

Common Core State Standards

Reading: CCSS.ELA-LITERACY.RH.9-10.2
Writing: CCSS.ELA-LITERACY.WHST.9-10.4
Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.1

OECD AI Literacy Standards

AI's Capabilities & Limitations
Critical Thinking, Creativity, Computational Thinking

Learning Objectives

Knowledge:

- Identify key visual and descriptive elements in an historical narrative.
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Skills:

- Craft and refine AI image prompts based on close reading.
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Application:

- Use AI-generated imagery to visually interpret and represent text.
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Evaluation:

- Assess the accuracy and relevance of AI-generated images in relation to the source and historical setting.
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Materials and Technology

1. AI Tools/Bots Required:

- **Primary Bot:** "Student Image Generator for Middle or High School Classroom" Custom GPT or any AI image generation tool (e.g., DALL·E, Adobe Firefly, Midjourney)
 - Access Method: Web-based or app-based, using school account or classroom-safe interface
 - Key Features Used: Text-to-image generation via custom prompts
- **Secondary Bot:** "Reading Visualization Copilot" through the Flint AI-Powered Educational Technology Platform

2. Traditional Materials:

- Copies (digital or print) of the selected historical source "TIME Report on Gandhi's Salt March", April 1930.
- Student Handout "How to Prompt AI Images"
- Student Handout "AI Results Worksheet"
- Writing utensils or devices for note-taking and prompt development

3. Tech Requirements:

- Internet-connected devices (laptops or tablets)
 - AI image generator access (individual or shared devices)
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Lesson Procedure

Phase 1: Introduction & Context Setting (10 minutes)

Objective: Activate student interest and prepare for historical interpretation through close reading.

Steps:

- Teacher provides a short overview of the historical context for the Salt March.
- Students read aloud or silently the selected historical source, "[Gandhi's Salt March Campaign](#)" by [Negley Farson](#) (June, 1930).
- Teacher prompts students to underline vivid or visual language as they read.
- Whole-class brief discussion: "What images come to mind as you read this?"

AI Integration: None in this phase — focus is on building historical and textual context.

Phase 2: Direct Instruction / Modeling (10 minutes)

Objective: Demonstrate how to improve AI image prompts using the movie-director metaphor and the C.S.S.R. framework, with active student input.

Steps:

- Introduce the AI image generator (share link to the Custom GPT). Explain: "Today we're going to explore how your prompts have the power to unlock a whole world of visual expression."
- Show a weak prompt: type "A medieval castle," display the result, and note aloud how vague it is.
- Introduce the metaphor: "Prompting is like being a movie director. A director doesn't just yell 'Action!' — they plan the scene." Distribute or project the [How to Prompt AI Images – Student Handout](#).
- Present the four-part acronym C.S.S.R. (Characters, Scene, Style, Revise) as a checklist for students.
- Practice in demo: ask the class to suggest improvements to the castle prompt using C.S.S.R. (e.g., Characters: who's there? Scene: time of day? Style: photo or painting? Revise: what's missing?).

Steps:

- Enter the revised class prompt with student suggestions and display the improved AI output. Compare side-by-side with the original.
- Conclude with teacher talking points:
 - “See how each student suggestion added something important to the picture? That’s what directing the AI looks like.”
 - “Remember C.S.S.R. — Characters, Scene, Style, Revise. This is your checklist every time you prompt.”
- Transition: “Now that we’ve practiced as a class, you’ll apply the same steps to a historical scene — Gandhi at Dandi during the Salt March.”

AI Integration: AI image generator is modeled live by the teacher; students actively contribute to revising the sample prompt using the C.S.S.R. framework.

Phase 3: Guided Practice / Student Work (25–30 minutes)

Objective: Students apply the C.S.S.R. framework to generate images that visualize distinct areas of the historical source, while practicing paraphrasing, revision, and analysis.

Steps:

- Identify four distinct passages or moments from the source (teacher may model one example first).
- Record each passage in the AI Visualization Results Worksheet. Students must paraphrase in their own words when crafting prompts (no direct quotes in the generator).
- For each area, write an initial prompt using C.S.S.R., generate an image, and log the result in the AI Visualization Results Worksheet while the AI image is generated.
- Make one focused revision per scene and regenerate (total 8 prompts: 4 scenes × 2 attempts each).
- After each revision, update the AI Visualization Results Worksheet.
- Compile four revised images into a storyboard (digital or paper) with brief captions explaining the connection to the text and one difference between the source and AI output.

Artifacts Produced:

- AI Visualization Results Worksheet (includes paraphrases, prompts, notes, and checks)
- Storyboard with captions

AI Integration: Students use the AI image generator to create and refine outputs for each passage, guided by the C.S.S.R. framework. AI is treated as a tool for interpretation and revision, not as a source of final answers.

Phase 4: Sharing and Discussion (10–15 minutes)

Objective: Students learn from one another's interpretations and analyses by presenting their storyboards and reflecting on differences in prompts and outputs.

Steps:

- Students prepare to share one or more storyboard images, focusing on how their prompts shaped the AI output and where mismatches occurred.
- Choose one of the following protocols:
 - a. Whole-Class Presentations:** A few volunteers present selected storyboard images and discuss their prompt strategies and mismatches.
 - b. Pair-Share (Recommended):** Students pair up to walk through each other's storyboards. Each student highlights:
 - One moment where their prompt worked especially well.
 - One moment where the AI “got it wrong” and what that reveals about the text.
 - c. Hybrid Model:** Begin with pair-share to maximize participation, then invite a few pairs to share highlights with the class.
- Teacher facilitates connections between student observations and broader historical interpretation.
- Reinforce the idea that AI is a tool for deepening understanding, not for producing perfect images.

AI Integration: AI outputs are the basis for comparison and discussion. Students focus on analyzing where the generated images aligned or diverged from the text and what that reveals about historical interpretation.

Phase 5: Reflection (Homework)

Objective: Students consolidate their learning by reflecting on their AI prompting process, their worksheet evidence, their transcripts, and their evolving understanding of the historical source.

Steps:

- Submit the AI Visualization Results Worksheet and storyboard as evidence of process.
- Submit transcript of prompts and outputs.
- Write a 300–400 word reflection that addresses:
 - How did your prompts and revisions evolve across the four scenes?

- Write a 300–400 word reflection that addresses:
 - Where did AI outputs succeed and where did they fail compared to the text?
 - How did this activity change or deepen your understanding of the historical source?
 - After seeing other students' work in Phase 4, what new insights did you gain about the source or the prompting process?
 - What did you learn about working with AI image generation as a historical interpretation tool?

AI Integration: Students revisit their AI transcripts, worksheet notes, and outputs to analyze successes, failures, and revisions. Reflection emphasizes both historical insight and the process of working with AI.

Lesson Plan Developer Notes

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Pilot Testing:	Implemented with 10th grade Modern World History classes
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Revision History:	v2.0 created 8/7/25
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This template is part of AI Literacy Partners' comprehensive professional development program for educators implementing strategic AI education frameworks.