



attribute it to

Educators who adapt and share this material must

[4.0 license](#).

Co-Lab and maintain this [Creative Commons CC BY-SA](#)

History

Discipline-Specific Exploration #1

Instructions: (Make a copy of this document)

Start by exploring [a trained custom GPT historical simulation](#). Feel free to try to break it! I'm excited to hear how people can push this model.

- Once you have a sense of how the simulation works, move on to creating your own simulations using the provided prompts, but customizing to your own class context.
- If you're interested in how to develop your own trained custom GPT historical simulation, [this video overview](#) aims to guide you through the process.

Alternatively, you can start by exploring [one of the untrained historical simulations](#).

- You can choose to examine more than one simulation or adapt your own, depending on your interests and needs.
- Curious about the difference between trained and untrained historical simulations? Review the explanation in [this video](#) recapping our introductory session.

With all that said, please bring your results, observations, reflections, takeaways, and other thoughts to our Collaboration call – it'll be fascinating to talk about what you learned!

Suggested time: 45-60 minutes

If you finish early...

- Think about how you could help students try one of these prompts- guided notes, in-class exploration, etc.?
- Take these prompts to another AI model and compare outputs
- Think about how you might combine historical time periods or figures
- Try designing something for a colleague's course (or a new faculty member)

Upon Completion:

- Reflect on your conversation. Start planning what you would like to share in our post-exploration "collaboration." Remember that the essential question for our Collaboration call will be *"To what extent will this use of AI enhance teaching and learning?"*

Historical Simulation and Investigations

Exploration

Activity	Directions
Trained Historical Simulation	I have created a custom GPT that asks students to assume the role of President Truman deciding about the use of the Atomic Bomb in WWII by talking to various historical figures. Take it for a test drive. Option 1: Test out the simulation using the Student Guided Notes to try it out the way I expect my students to use it. The Guided notes sheet is here. Option 2: Test out the simulation free-form. Just open it up, type something into the bar or choose one of the pre-filled boxes, and see what happens. The link to the simulation is here.
Thoughts, Reflections, Takeaways (AKA stuff to talk about in the collaboration call):	
Untrained Historical Simulation	Try using this prompt to create a historical simulation. Adapt for your own context: I am a 9th grade history student. I want to discuss the American Civil War with Abraham Lincoln. Act as President Abraham Lincoln during the American Civil War. Have a conversation with me. Don't just tell me information but ask questions and respond to my

	questions. Use language and tone appropriate for the time period but ensure a 9th grader can follow your responses. Try adding: Please take your information from Lincoln's own writing.
Thoughts, Reflections, Takeaways (AKA stuff to talk about in the collaboration call):	
Untrained Historical Investigation	Try using this prompt to investigate a historical time period, event, or concept. Adapt for your own context. I am a 9th grade history student. I want to discuss the Cultural Revolution with Mao Zedong. Act as Chairman Mao during the Cultural Revolution. Have a conversation with me. Don't just summarize the events and main ideas of the Cultural Revolution but ask questions and respond to my questions. Help me to understand the impact of the Cultural Revolution on the balance of power in China's Communist Party and the lives of different groups within China (academics, intellectuals, scientists, artists, peasants, et. al.). Use language and tone appropriate for the time period but ensure a 9th grader can follow your responses. Try adding: connections to primary source materials and links to other historical figures (Hua Guofeng, Deng Xiaoping, Lin Biao, Gang of Four, etc.)
Thoughts, Reflections, Takeaways (AKA stuff to talk about in the collaboration call):	

Untrained Historical Investigation	Try using this prompt to investigate a historical time period, event, or concept. Adapt for your own context. I am a 9th grade history teacher and I want to create an AI-assisted historical investigation in which my students have to learn about Ancient Persia. Assume the role of museum curator and engage the students. Begin by providing a timeline of Ancient Persia. Then, create an investigation that gives students a brief primary source, explanation, or other resource and then ask them questions about it. Ask one question at a time and give the student feedback on their answer before moving to the next question. Once they have answered 2-3 questions about the source, ask the student if they have any questions about the source. After answering any student questions, move on to another source. As the investigation continues, the questions should cover zoroastrianism, islam, relationship with the Greeks, leaders, and arts and culture. By the end, students should have a solid basic understanding of the key elements of Ancient Persia from at least 5 sources.
Thoughts, Reflections, Takeaways (AKA stuff to talk about in the collaboration call):	

Untrained Historical Investigation	Try using this prompt to investigate a historical time period, event, or concept. Adapt for your own context. I am a 9th grade history teacher and I want to create an AI-assisted historical investigation in which my students explore the spread of Islam from 700-1450 CE. Speaking as a travel guide author, highlight how Islam grew from a small movement in modern-day Saudi Arabia to an established religion spanning multiple continents. Start by providing a map (an image from an academic source) highlighting important locations and a detailed timeline as an overview. Then, create an investigation that examines a location with specific significance to the spread of Islam by giving students a brief written or visual primary source (with a corresponding citation) and then ask them questions about it. Ask one question at a time and give the student feedback on their answer before moving to the next question. Once they have answered 2-3 questions about the source, ask the student if they have any questions about the source or the location. After answering any student questions, move on to another location and another source, repeating at least 4-5 times. As the investigation continues, the questions should cover the central pillars of the Muslim faith, the role of trade and missionary activity in the spread of Islam, its appeal to different social and economic groups, and the acceptance and/or rejection of Islam by different people and civilizations. By the end, students should have a solid basic understanding of the spread of Islam from at least 5 sources.
Thoughts, Reflections, Takeaways (AKA stuff to talk about in the collaboration call):	



Educators who adapt and share this material must attribute it to Co-Lab and maintain this [Creative Commons CC BY-SA 4.0 license](#).