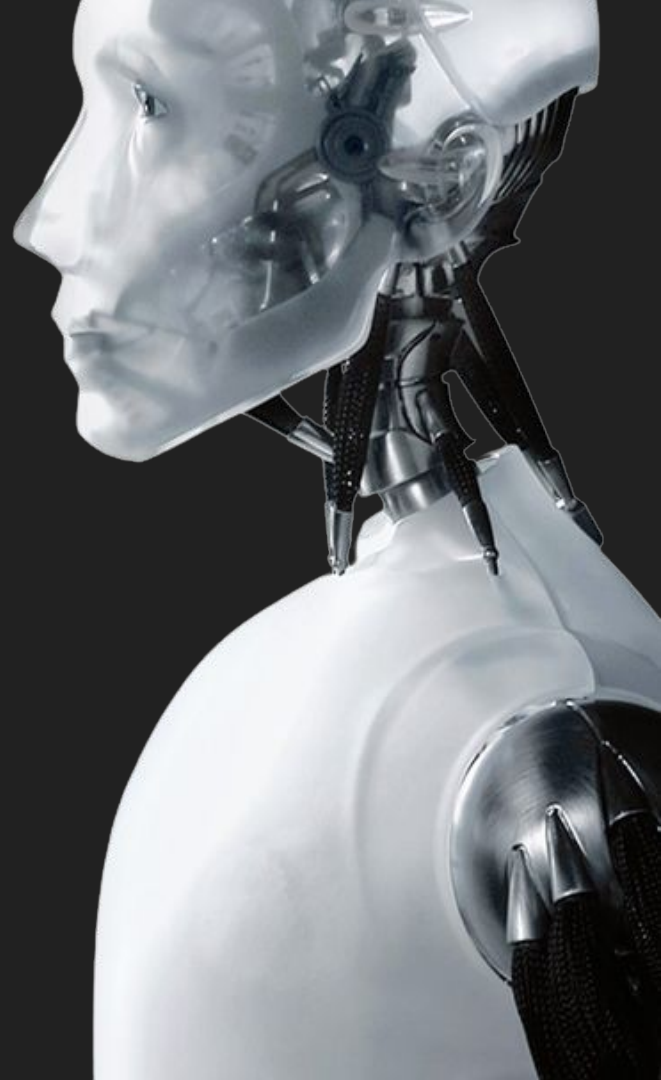


LET'S PLAY A GAME!

# The AI sidekick: How to boost your teaching superpowers

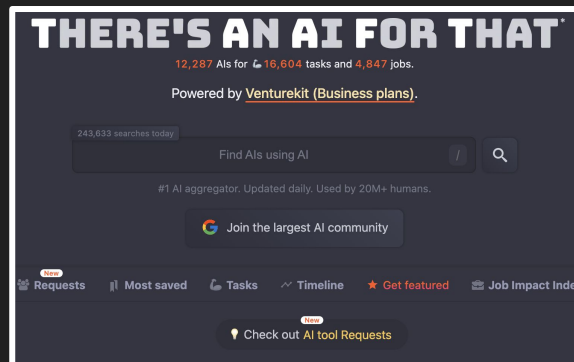
Adam Moler





# Goals For Today

1. Gain an understanding of the diverse AI platforms available and their uses.



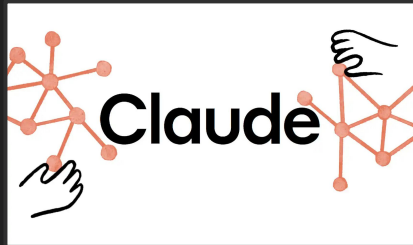
# Goals For Today

2. Understand the importance of prompt development and editing AI responses.

# Goals For Today

3. Feel empowered to integrate AI tools effectively into teaching methodologies, fostering creativity, critical thinking, and engagement among students.

[bit.ly/oamlamoler](https://bit.ly/oamlamoler)





War of 1812 - positive...

78.63 KB • 763 extracted lines



rubric .pdf

26.04 KB • 18 extracted lines

I attached a rubric for student paragraphs using claims, evidence, and reasoning. 8th grade students attempted to answer this question., "Should the war of 1812 be seen as a positive for America?" They had to address the question with a claim, evidence, and reasoning. I provided you 95 paragraphs, but I only want feedback for 1st period which is 23 paragraphs. Give me qualitative data and quantitative data.

AM

Based on the rubric and 23 paragraphs from the 1st period 8th grade students, here is a summary of my analysis:

Qualitative Feedback:

- Most students attempted to make a definitive claim stating whether they felt the War of 1812 was a positive or negative event for America. Some claims were stronger and more clearly stated than others.

Think about something you  
always wanted to do in your  
classroom, but couldn't.

**NOW IT'S POSSIBLE**





@moler3031



@moler.adam



adam.moler

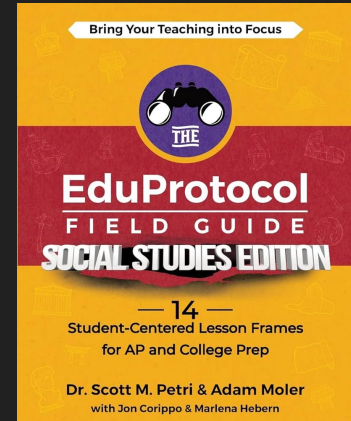


adamjmoler@gmail.com



# Free Lifetime Support!

- Teacher
- Author
- Presenter
- 2023 OH Dis. 5 TOTY
- 2022 OH MS SS TOTY



# WHAT IS A.I.?

## Weak A.I.



## Generative A.I.



(constantly learning)

# Disclaimers

## 1. Data usage and privacy

a. No identifiable info

## 2. Edit

a. It isn't perfect

## 3. Limited knowledge

a. Most are trained up to 2021-2022



# EDIT!!!

A

I want you to act as a historian and create a reading about the founding of new richmond, oh



In the annals of American history, nestled along the banks of the Ohio River, lies the story of

In the year 1814, a group of enterprising pioneers, led by the likes of Abner Matson and Jesse Grant (father of the future Ulysses S. Grant), established the foundations of what would evolve into New Richmond. The strategic location along the Ohio River proved pivotal, providing a vital artery for trade and transportation in an era where waterways were the lifeblood of economic development.

lifeblood of economic development.

**Incorrect  
Information**

A large yellow arrow pointing downwards, indicating that the text below it is incorrect information.

# EDIT!!!

- Cold War: The 9th grade provides more in-depth coverage of the Cold War and how it shaped geopolitics in the second half of the 20th century. But the 8th grade provides critical background by covering topics like communism and nuclear weapons.

In summary, the 9th grade standards take key topics introduced in 8th grade and examine them through a wider global lens. The skills focus also progresses from basic to more complex analysis. So the standards align well for building student knowledge and abilities sequentially. Let me know if you need any clarification or have additional questions!

Copy



some of this is incorrect

AM

Sorry about that. Can you point out which parts of my analysis you feel are incorrect? I'd be happy to re-examine those connections and provide a revised explanation. Aligning standards across grade levels can be tricky, so I appreciate you catching any errors in my understanding. Please let me know the specific areas I should re-look at.

Copy



cold war

AM

**Call it out.  
Teach it.**

# EDIT!!!

You're right, I made a mistake in my analysis of the alignment between the 8th grade and 9th grade standards on the Cold War. Let me take another look at that connection and provide a revised explanation:

The 8th grade standards do not directly address the Cold War, while the 9th grade standards examine it in depth. So there is not substantive coverage of the Cold War ideologies or geopolitics in 8th grade to vertically align with the 9th grade standards.

I originally stated that the 8th grade covers communism and nuclear weapons as background knowledge for the more in-depth Cold War examination in 9th grade. However, upon re-reviewing the 8th grade standards, I do not see standards that explicitly address those topics.

So in this case, the 9th grade Cold War standards would introduce completely new content rather than building on previous learning from 8th grade. My initial analysis was incorrect in trying to make a connection between the grade levels for content knowledge on the Cold War. Thank you for catching my mistake - please let me know if I have the alignment right for the Cold War topic now or if you see any other issues.

# Traps



# I. Techno Futurism

A belief that AI will replace teachers.

Because it could doesn't mean it should.







AP photo

Elementary school teachers picket against use of calculators in grade school. The teachers feel if students use calculators too early, they won't learn math concepts

# Math teachers protest against calculator use

By JILL LAWRENCE

"My older kids don't pay any attention to an answer being absurd," he said. "Teachers are shy."

# Machines — The New Bank Tellers

## Response to Automated Transactions Is Mixed

By GARY S. MILLER

While not generally a hot topic in the banking industry, the use of automated transactions has become a matter of concern to many consumers.

In response to the rise in automated transactions, the industry has begun to address the concerns of consumers.

The industry has begun to address the concerns of consumers by providing more information about the use of automated transactions.

While in the past, it was common to see a teller at a counter, today many consumers prefer to use automated transactions.

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The industry has begun to address the concerns of consumers by providing more information about the use of automated transactions.

# Bank Tellers Gone?

# Still a need for writing, drawing, creating.



I don't really care for a "perfect society", but perfect existence would be nice. Perfect existence to people is very different, but for me a perfect existence is where everyone is happy and free to make their own decisions but stupid people aren't real to make any. No one will suffer and everyone can live in their own zone but also together peacefully. Money isn't a thing, people work for themselves and everything they have but are free to give to others because giving is a happier thing than receiving. Everything will have more meaning and people will find joy in the small things. Death and sickness and pain of any kind will cease. And I will have my own small house on a cliff that overlooks the ocean, and a worn but sustainable ranch behind it. The hills will roll on forever, and pollution will be forgotten. Birds will nest on upturned shingles and a chimney will puff smoke every afternoon. Clouds will make the shapes of the animals I raise and the horses I break, and I'll have my own garden just like my grandma used to. I'll learn how to cook and let barn cats test out my recipes, and every afternoon I'll sit on the cliffside porch and read books and crochet and sip tea and let the illumination on the page be the fireflies and setting sun.



# 2. Block and Shame

AI isn't going away.  
Have conversations with  
students.

# Vintage Innovation

**How can we take care of our  
present while preparing for the  
future?**

# An educational shift

**Adaptability**

**Communication**

**Empathy**

**Confidence**

**Collaboration**

**Critical Thinking**

**Creativity**

**Perseverance**

**Problem Solving**

**Responsibility**

# CHALLENGES

- Learning Loss
- How To Do School
- Mental Health - staff and students
- Parent/Community Pressure
- School Safety
- Workforce Pipeline
- Classroom Management
- School Committees

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- Lesson Planning
- Engaging Students
- Feedback
- Differentiating
- UDL
- Establish Clear Goals for students
- Collect and Organize Data
- Assess learning
- Communication

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Communication



# YOU'RE HIRED!?



PERSONAL ASSISTANT

**A You**

I need 3 vegetarian meals for the week. I would like you to be my personal meal planner. I do not like mustard, vinegar, super spicy food, Mediterranean food, or asian food. Create 3 meals that share/overlap ingredients so I can keep my grocery list small. give me 3 recipes and a grocery list.

**ChatGPT**

Sure, here are three vegetarian meal ideas for

### **Meal 1: Veggie Stir Fry**

Ingredients:

- 1 bell pepper
- 1 onion
- 1 zucchini
- 1 cup broccoli florets
- 1 carrot
- 1 cup mushrooms

#### **Grocery List:**

- Bell pepper
- Onion
- Zucchini
- Broccoli florets
- Carrot
- Mushrooms
- Garlic
- Olive oil
- Soy sauce
- Rice or noodles
- Fajita seasoning mix
- Tortillas
- Optional toppings for fajitas (shredded cheese, salsa, guacamole, sour cream)
- Dry lentils

Think about something you  
always wanted to do in your  
classroom, but couldn't.

**NOW IT'S POSSIBLE**

# TOOLS FOR WHAT YOU NEED!



ChatGPT

- Differentiate
- Create Questions
- Generate Examples
- Lesson Ideas



- Analyze data
- Give feedback
- Organize data
- Attach files

**Diffit**  
For Teachers

- Differentiate
- Create Content Readings
- Generate Organizers

 STORYFILE  
LIFE

- Interview historical people

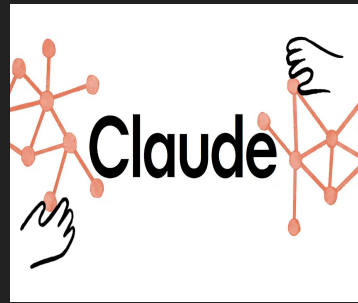
**Pi**

- Easy to use
- Chatbot

 Gemini  
Supercharge your creativity  
and productivity

- Analyze images
- Generate texts
- Can be used with personal accounts.

# Prompting



# PROVIDING FEEDBACK!

1. I want to...

2. I want you to act as...

3. I will...

4. You will...

...help students write better paragraphs.

Set the stage and include context. Time constraints, specific standards, etc.

Think about what you would need to know to do this task correctly.

# PROVIDING FEEDBACK!

1. I want to...
2. I want you to act as...
3. I will...
4. You will...

...a grader of the paragraphs.

Set the parameters and guidelines for what you want the AI to behave as. This can be extended.

# PROVIDING FEEDBACK!

1. I want to...
2. I want you to act as...
3. I will...
4. You will...

...give you a rubric to go off of for the feedback.

What kind of data will you provide? What is your role in this task?



# PROVIDING FEEDBACK!

1. I want to...
2. I want you to act as...
3. I will...
4. You will...

...provide feedback on students samples.

Provide details on what you want it to look like.



I want to help improve student writing of paragraphs. I want you to act as the grader. I will provide you with a rubric - we have been working on using a topic sentence, 2 key details, and a concluding sentence. You will use the rubric to give feedback. Here are 3 students samples:



sample 1 - The debate between Adams and Jackson was nothing but bitter. He did something in the wrong too. Mudslinging each other to ruin their political views, shady and breaking traditions over a competition, and different mindsets and set America to a twirl when y office. The end result of this competition was a bitter

**Better Feedback and Results**

**Better Prompts =**



Sure, I can use the rubric to give feedback on these st



Rubric:

- Topic Sentence: Clearly states the main idea of the paragraph.
- Key Details: Provides at least two relevant and accurate details that support the main idea.
- Concluding Sentence: Provides a concluding statement that sums up the paragraph's main idea.

Sample 1:

Topic Sentence: The debate between Adams and Jackson was nothing but bitter.  
Key Details: Provides a general idea of how both candidates conducted their campaign.  
Concluding Sentence: Provides a statement about the outcome of the election.

Feedback: The topic sentence is clear and directly addresses the main idea of the paragraph. However, the key details are not specific enough and do not provide sufficient information to support the main idea. The concluding sentence provides a statement about the outcome of the election but could be improved by adding more information. Overall, the paragraph needs more specific and relevant details to support the main idea.

## *Student 1: Paragraph*



The federalists believed in specific things such as a national bank, a strong government and economy, and tariffs. Alexander hamilton saw most people were selfish and didn't care about others. Also, in 1793 when France and england had bad blood with each other, the majority of the federalist party was on Britain's side, mostly because it was a stable country. Also, Alexander Hamilton wanted The US be structured like Great britain.

## Student 1: Paragraph



The federalist party was one of the first political parties in U.S. The federalists had many specific beliefs in their political party. For example, they belived in a national bank because it could lend businesses money and also pay off debts. They also believed in a strong national government so the states could be brought together and keep order. and economy because alexander wanted the country to be great and have great wealth, and tariffs so people could buy items made in the U.S.. Alexander hamilton saw most people were selfish and didn't care about others. Also, in 1793 when France and england had bad blood with each other, the majority of the federalist party was on Britain's side, mostly because it was a stable country. Also, Alexander Hamilton wanted The US be structured like Great britain. These were the beliefs of the federalist party.

# PROMPT IT WITH QUESTIONS

A

what do the different lexile levels mean?



Lexile levels are typically divided into different ranges to help categorize the difficulty of texts and the reading abilities of individuals. Here's a general breakdown:



- **Below 200L:** Beginning Reader
- **200L-400L:** Early Reader
- **400L-700L:** Developing Reader
- **700L-1000L:** Proficient Reader
- **1000L and above:** Advanced Reader

Keep in mind that these are broad categories, and the actual Lexile level of a text or an individual can fall within a specific range. The goal is to match readers with texts that are challenging enough to promote growth but not so difficult that they become frustrated.

Regenerate

# HAVE IT ASK YOU QUESTIONS



**You**

I want you to write an article on the founding of new richmond, ohio. ask me questions so I can help you write it.



**ChatGPT**

Certainly! To write a comprehensive article on the founding of New Richmond, Ohio, I'll need some information to ensure accuracy and depth. Here are some questions to get started:

1. When was New Richmond founded? Do you have a specific date or range of dates?
2. Who were the key figures involved in the founding of New Richmond? Were there any prominent individuals or groups who played a significant role?
3. What were the primary motivations or reasons behind the establishment of New Richmond? Was it for economic, political, or other purposes?

# Let's Practice

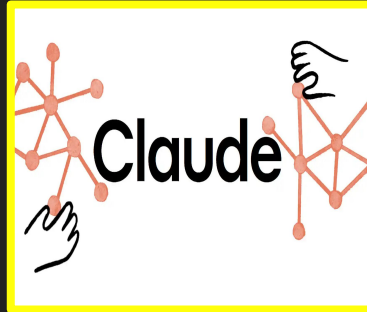


ChatGPT

Pi

1. Play 20 questions – have it ask you, or you ask it.
2. Create a meal plan and a grocery list.
3. Create a leveled article for a student.
4. Have it translate something to a different language.
5. Have it create Dad Jokes
6. Have it act like a famous person.

# Feedback







Adam Moler Oct 23

Claim (1/1 point): You continue to make a clear claim that the Sons of Liberty were patriots.

Evidence (1/1 point): The examples about defending a boy from a loyalist and revolting over tea restrictions remain strong historical evidence to support your patriot claim.

Reasoning (1/2 points): You provide reasoning about how the Sons were tired of British taxes and were defending their people. More analysis connecting the specific evidence to your reasoning would strengthen it.

Overall, the paragraph makes a solid claim supported by evidence. The reasoning is on the right track but could be strengthened with more analysis explicitly connecting the evidence to the fatigue over British rule driving the Sons' actions. Adding some nuance in the future could demonstrate a more complex understanding. But there is a clearly argued case for viewing the Sons of Liberty as patriots based on the current rubric.



Caption: The Boston Tea Party that the Sons of Liberty committed.

#### Who were the Sons of Liberty?

The Sons of Liberty were patriots. They might have done some violent actions, but it is because they were tired of the government trying to squeeze them of money. They were just trying to defend their people. For example they defended a 12 year old from a loyalist named George Hewes but he then hit another Sons of Liberty member, so they tortured him. The Sons of Liberty also revolted when the British restricted them to buying one tea. **The people revolted and did these things because the British kept taxing them on things over and over. The stamp act, townshend act, and tea act are all examples of this and the people eventually grew tired.** Patriots are people who support and love their country. Their actions were chosen for the protection of their country, which is what patriots do.

Example





War of 1812 - positive...  
78.63 KB • 763 extracted lines



rubric .pdf  
26.04 KB • 18 extracted lines

I would like you to use my attached rubric and analyze all 95 student paragraphs about the war of 1812. Their goal was to write a paragraph using a claim evidence and reasoning answering the question - should the war of 1812 be considered a positive event for america?

Give me some qualitative and quantitative data.

AM

Based on the student responses and using the provided rubric, here is a quantitative and qualitative analysis:

Quantitative:

- 4 points (Excellent): 2 responses
- 3 points (Good): 20 responses
- 2 points (Fair): 38 responses
- 1 point (Poor): 35 responses

The majority of responses scored in the Fair (38) to Good (20) range according to the rubric criteria. Only 2 responses met the criteria for an Excellent score. Over a third (35) were scored as Poor.

## Here are 3 main success criteria:

### **Topic Sentence:**

- Clearly states in the introduction that the writing will be explaining how the Constitution limits government power

### **Details:**

- Describes 3 specific examples of constitutional limits that restrict government control (like checks & balances, federalism, individual rights)
- Provides accurate explanations and supporting details about how each selected limit prevents expansion of power

### **Concluding Sentence:**

- Sums up in the conclusion how the 3 discussed aspects of the Constitution constrain the government

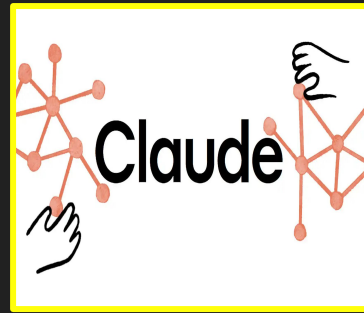
# Lesson Planning and Curriculum Development



MagicSchool.ai



ChatGPT



Curipod

# Align Curriculum



SSMC\_ModernWorldHistory.pdf  
132.53 KB • 466 extracted lines



SSMC\_Grade-8 (1).pdf  
177.65 KB • 456 extracted lines

we are working on vertical alignment between 8th grade social studies and 9th grade modern world history. Analyze the attached standards and help me vertically align.

AM

Based on reviewing the 8th grade social studies and 9th grade modern world history standards, here are some ways the standards could be vertically aligned:

- Historical thinking skills: Both focus on analyzing primary and secondary sources, developing evidence-based arguments/theses, and analyzing cause and effect in history. The 9th grade standards go further by examining multiple causation and short/long-term causes. The skills learned in 8th grade can prepare students for the more advanced historical analysis in 9th grade.
- Enlightenment ideas: The 8th grade covers how Enlightenment ideas influenced the American Revolution, while the 9th grade expands on this by looking at how Enlightenment ideas challenged religious authority and absolute rule more broadly. The 9th grade builds on the foundation from 8th grade.

I want you to act as an instructional designer and create a lesson on the Louisiana Purchase. The students need to understand the significance of the purchase they also need to understand the controversies about the purchase (federalists). Design a 2 day lesson with an essential question. Also design lessons for DOK 1, DOK 2, and DOK 3 levels of learning.

AM

Here is a 2 day lesson plan on the Louisiana Purchase for high school students:

Essential Question: Was the Louisiana Purchase a worthwhile risk for the United States?

Day 1:

DOK Level 1: Students will identify key nations and leaders involved in the Louisiana Purchase on a map of North America in 1803. Basic information about the size, location, and cost of the purchase will be presented.

DOK Level 2: Students will examine primary source documents related to the debates over the Louisiana Purchase to determine the main arguments for and against it. In small groups, students will create a T-chart outlining the reasons in favor and against.

DOK Level 3: Through a structured academic controversy, students will debate the merits and drawbacks of the Louisiana Purchase from the perspective of the two period political factions - Jefferson's Democratic-Republican federalists who

**Great for DOK levels!!**

**Generate lesson ideas**

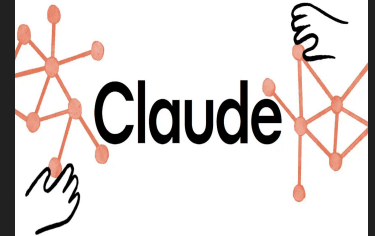
# Assessment and Data



MagicSchool.ai

The logo for MagicSchool.ai features a stylized 'M' with a star and a trail of dots above it, followed by the text 'agicSchool.ai' in a sans-serif font.

ChatGPT

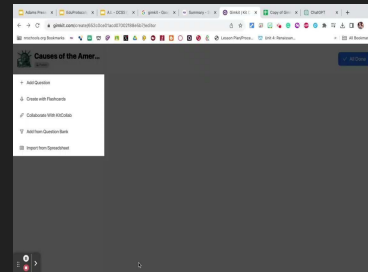


# CREATING QUESTIONS

A You

I want you to create a 10 multiple-choice questions that relate to this reading. I want a combination of DOK 1 and DOK 2 questions. Organize the questions into a 5 column table. The first column being the question, the second column being the correct answer, and 3 columns of incorrect answers:

DEVELOP YOUR PROMPT, TELL CHATGPT WHAT YOU WANT, INCLUDE SOME BACKGROUND DETAILS...





# ARGUMENTATIVE WRITING

I need you to create a paragraph making the claim that Andrew Jackson was a good president. Focus on the veto of the charter of the national bank, the spoils system, he stood up for the common person, and the nullification crisis. Use transitional statements. Write this for 8th grade level students.

Andrew Jackson is considered a bad president because his policies were often harmful and unfair to certain groups of people. For example, his veto of the recharter of the national bank created an economic panic, and his implementation of the spoils system promoted political patronage and corruption. However, his most horrific policy was the Indian Removal Act, which forced Native American tribes to relocate from their ancestral lands and resulted in the deaths of thousands of indigenous people. Jackson's actions in these areas were not only morally questionable but also went against the principles of democracy and the protection of individual rights. While some of Jackson's policies had positive effects, such as expanding voting rights to non-landowning white men, his harmful policies and actions toward marginalized groups should not be overlooked.

Andrew Jackson should be considered a good president. Although he did veto the recharter of the national bank, which caused panic for a short period of time, it helped equality, so the rich did not benefit off of the poor. Another example is, the spoils system was used as a way to get more common people into the government. He did everything in his power to fight for the common people. He was very big on the common, working class to run the federal governments. The spoils system was a way for him to get more common people in the government. He believed that common people should have power over people because they can relate to them. Some things that he did are very good and nobody can argue the other way, such as him extending voting rights to non-land owning white men. As you can see, some of Jackson's actions may have hurt the country and were not the best idea, but overall, he definitely benefited our country.

# ARGUMENTATIVE WRITING

Andrew Jackson is considered a good president because he took bold action to uphold the principles of democracy and the rights of the working class people. For example, by vetoing the recharter of the national bank, he prevented wealthy elites from controlling the nation's finances and paved the way for a more equal economic system. Similarly, by implementing the spoils system, he opened up government positions to more ordinary citizens and promoted more political participation among working class people. Finally, by standing firm against nullification and asserting the strength of federal law, he helped to preserve the integrity of the Union and prevent the idea of states seceding (leaving). While some of Jackson's policies were controversial and have been criticized over time, his commitment to democracy and the interests of the common people make him a significant figure in American history.

Andrew Jackson is considered a bad president because he was selfish and selective of people. For example, the Indian Removal Act; forced the Native Americans through torture just to help himself to gold. His policy killed thousands of people in the process and was very discriminative. Not to mention, Hitler used his act as an example and role model for the holocaust. To add on, he was very self-serving. He listened to citizens, but in the end, he only did what he felt was right, which is not rule by the people. He didn't resolve any problems just pushed them away, and because of this issue, he almost put the country into depression. In conclusion, Jackson did more harmful than helpful things for the country and its citizens.

# ORGANIZE DATA

B	C	D	E	F	G
Correct Answers	Incorrect Answers	Total Questions	Percentage		
18	18	36	50%		
5	13	18	28%		
10	6	16	63%		
16	42	58	28%		
24	13	37	65%		
3	20	23	13%		
20	16	36	56%		
14	25	39	36%		
27	7	34	79%		
17	36	53	32%		
45	11	56	80%		
13	13	26	50%		
17.66666667	18.33333333	36	48%		
Correct Answers	Incorrect Answers	Total Questions Answered	Percentage		
44	16	60	73%	23%	
20	3	23	87%	24%	
9	1	10	90%	-	
48	1	49	98%	33%	
8	6	14	57%	7%	
12	12	24	50%	22%	
25	28	53	47%	34%	
31	9	40	78%	22%	
33			7%	41%	
79			5%	16%	
21			0%	38%	
69			3%	13%	
33-25			0%	25%	



Timestamp	Period	Score	Feedback	Paragraph
9/28/2023 8:18:10	1st	2	Good job mentioning some key facts about New York's founding and early history. Try expanding on those details more and connecting them to tell a clearer story in your paragraph.	New york was founded by James York, after King Charles II gave him some land. James founded it on 1626, and then it start becoming a big farming spot for the farms were 50-150 Acres. New york turned into one of the 13 colonies because.
			Nice work fitting in details about New York's founding, government.	The New york colony was founded Dutch West India Company (1624); James Duke of York (1664). 1775 New York was governed as a Royal Colony. It was founded because The Duke of York expected his colony to be a money making business. The reliaion was reliaious freedom for

PDF

CyberSandwi...  
78.34 KB

analyze these students paragraphs written about a colony they chose to research. The focus was creating a clear topic sentence, providing 2 supporting details, and using a concluding sentence. Score each paragraph with a 4, 3, 2, or 1. Give some constructive and positive feedback. Organize everything into a table.



### Student 2 Writing



I learned a lot today about some interesting snacks, like a janitor invented hot Cheetos and applesauce was the first food eaten in space. Lots of things are interesting and weird, but I think my favorite is: M&Ms are named after their creators: Mars & Murrie." That was a pretty good fact. But yeah, I learned a lot from today. And it was fun.

#EduProtocols

### Student 1. Paragraph



Have you ever wondered how Native Americans lived? Well Native Americans would live in many different types of environments, like dry desserts, forests, and vast grasslands. The Native Americans believed that they the nature around them. The would use all of the natural resources and they would also use them to there advantage, like how some wouldn't hunt beavers because they build dams that would make for a good water source. They would also use things like controlled fires. This is how many Native Americans tribes lived there life for a long time.

#EduProtocols

### Student 1. Paragraph



The connection between the native americans were very unique! The first interaction that I read about feels like they are really nice and kind to one another. Once stuff was stolen and the others got there stuff back to them without wanting any sort of gift or present. It's clear to see that they were friends, with all of the friendly actions they did with one another. But towards the end the English started to tell and push their religious beliefs onto the native americans. The English basically call the native americans savage for believing something other than christianity.

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### Student 1 Writing



#### How did the Enlightenment change thinking about the role of government?

The **Enlightenment** started around 1715 and it changed the role of the government, because some people started having new ideas about the human existence, as well as people's basic rights. The people that believed in the **Enlightenment** thought that people are born with basic rights. They called these basic rights **Natural Rights**. The **Natural Rights** where that anyone can have the right to **life, liberty, property, and the freedom to find happiness**. But if there was no government or rules then we would live in a **State of Nature**, living like this we would have no rules and **complete freedom but also no protection**. The **Social Contract** was one of the ideas for the Enlightenment, and it meant that we would have...

#EduProtocols

### Student ONE Paragraph (5-7 sentences)

Describe the spread of slavery across the United States. How do you think the spread of slavery impacted the United States?

The map shows what North America looked like before and after the French and Indian War. As you can see before the French and Indian War the French owned a lot of the west side of America and the British owned a lot of the east side of America, and Spain owned a lot of the South side of America. As well as the Native Americans owning some of their own land as well. After the French and Indian War you can see that the French owned non of the land that is shown on the map, the British owned a large part of the east side of America, and Spain owned most of the south.

# 1 student

### Student 3. Paragraph



How do you think you would impact the revolutionary war? The revolution impacted the indigenous people in a not so good way. The indigenous people already had to deal with the colonists forcing them to move farther west, but now some are being forced to fight in the war. The indigenous also wanted to do nothing with the war, and even if they help a side, forced or not, they would be brutally punished. Woman were also impacted by the revolutionary war. Woman would take part in the war in many ways, one of the ways was being a nurse. When the woman did take the risk of being a nurse they ran the risk of getting sick themselves. Woman would also become spies, they would make the woman spies because back then it would be highly unlikely for a woman to have a dangerous job like that. There were many different ways different people were impacted by the revolutionary war, the two example i should both did not want to be in the war but one was forced and the other needed, both risked their lives.

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### Student 1. Paragraph



When the Revolutionary War ended so did the treaty with Paris, this caused the US to get a lot land in the Appalachian Mountains. This was the Northwest land, this land is the modern day Ohio, Indiana, Illinois, Michigan, and Wisconsin. When the Congress of Confederation was dividing the land they had a hard time because of how big it was. To help the Congress made the "Land Ordinance", this law divided the territory into townships of 36 square miles each. As the population grew, the territory attracted more settlers looking for land and opportunities, leading to a rapid increase in the territory's population and development. This ended up being a big step the the future of America.

#EduProtocols



### Student 2 Writing



Comprises over slavery affected the writing of the constitution. For example when the congress made slaves count as  $\frac{3}{5}$  of a person, so that it would be more fair with getting representatives from states that had a lot of slaves and the states that didn't have a lot of slaves. Another example would be when states wanted to bring in more slaves from other countries so it would make their population go up. So the congress let the slave trade go until 1808. These were just 2 examples of what congress did to make compromises over slavery, and how they affected the constitution.

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### Student Writing: How is the U.S. Constitution a model for limited government?

The U.S Constitution is a great example of a limited government, do you know how? The Constitution is made of many parts, but one of them is Checks and Balances. Checks and Balances makes sure that all the branches of government can block the actions of the other branches, this limits the power of the branches by making them check each other power. Another good example would be Federalism. Federalism is the difference between the national and state governments. The national government will take care of things like defences, trade, foreign relations, and other problems or issues for the whole country. The state governments on the other hand take care of things like passing laws for education, health, public safety, and local issues. Federalism makes sure that the national government is restricted and that the state or local governments that are closer to it's people have the power to make their own decisions. And the last example of how the Constitution is a model for limited government is Individual Rights. Individual Rights means that the government can not take away anyone's rights, such as freedom of speech, religion, fair trials, and more. These rules help the citizens be able to criticize leaders, publish dissenting opinions, and to live freely. There are more examples of how the constitution is a model for limited government but that was just a few. The Constitution helps block out and protect the rights of all.

#### Qualitative:

- Topic sentences have improved - the November and January samples start each paragraph with a clear topic statement that previews the main idea
- Supporting details are more developed - the September sample has fairly simple detail sentences, while the later samples use more descriptive explanations and examples
- Concluding sentences wrap up the main point more clearly in the January paragraph
- Vocabulary seems more varied and academic in the later samples
- Overall organization and structure within paragraphs has improved over time

#### Quantitative:

- Average words per sentence:
  - September: 11
  - November: 15
  - January: 13
- Average number of supporting details per paragraph
  - September: 1
  - November: 2
  - January: 3

**1 student**

So in summary, from a qualitative view there are visible improvements in establishing a focus in topic sentences, elaborating details, and concluding each paragraph. Quantitatively, the word count per sentence has increased, showing more complex thinking, and the number of supporting details has tripled over these samples, demonstrating better paragraph development. Overall, the progress shows growth in writing more organized, structured, detailed and clear paragraphs over time through draft and practice.

**Topic Sentences:**

September 2023 - 51% of paragraphs had a clear topic sentence

January 2024 - 92% of paragraphs had a clear topic sentence

**Supporting Details:**

September 2023 - 78% of paragraphs had at least 2 relevant supporting details

January 2024 - 89% of paragraphs had at least 3 relevant supporting details

**Conclusion Sentences:**

September 2023 - 62% of paragraphs had a conclusion sentence

January 2024 - 88% of paragraphs had a conclusion sentence

In summary, there has been significant growth in the percentage of paragraphs that contain structural elements between September 2023 and January 2024:

**Topic sentences increased by 41%**

**Supporting details increased by 11%**

**Conclusion sentences increased by 26%**

**All students**

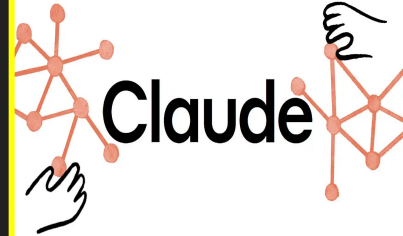
# Differentiated Instruction



MagicSchool.ai



ChatGPT



Claude



**Diffit**  
For Teachers



# DIFFERENTIATION

**A** You  
what are the different lexile levels?

I prompted it first with  
a question.

 **ChatGPT**

Lexile levels range from below 200L to above 2000L. Here's a general breakdown of Lexile levels and their corresponding reading abilities:


1. **BR:** Beginning Reader (Below 200L)
  - These texts are typically very simple and designed for emerging readers. They often feature repetitive language, basic vocabulary, and large print.
2. **NP:** Non-Prose (200L and above)
  - Non-Prose materials include poetry, songs, and other texts that don't follow traditional prose structures. They may have Lexile measures, but these measures are not directly comparable to those of prose texts.



# DIFFERENTIATION

A You

I want you to rewrite this textbook section about the Monroe Doctrine at a 500L lexile level. Bold any vocabulary words. Add headings. Thank you



I gave it specific directions.

# DIFFERENTIATION

## President Monroe's Announcement:

In 1823, President Monroe made a significant announcement to Congress known as the **Monroe**

**Doctrine**. He declared that the countries of North and South America

He said that European nations shouldn't try to colonize any part of

Monroe also warned that any European attempts to take control of America

threaten America's peace and safety.

## Mixed Reactions:

Some Americans supported Monroe's policy, seeing it as a way to keep Europe from interfering in the Western Hemisphere. However, European nations criticized the Doctrine, calling it **arrogant**.

They questioned America's right to dictate what other countries could do in North and South America.

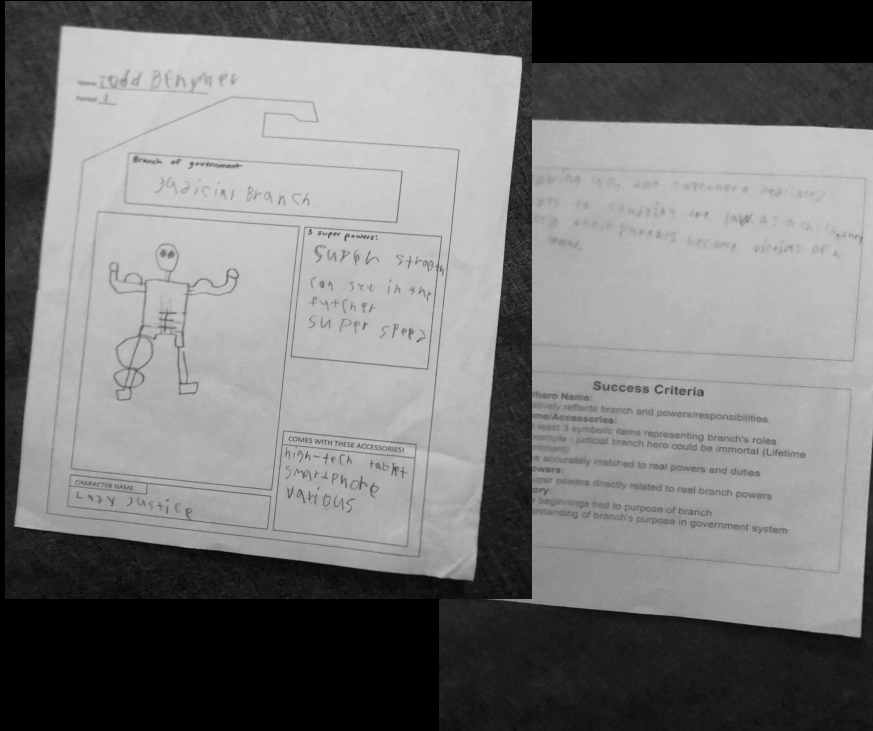
## Impact:

The **Monroe Doctrine** became a key part of American foreign policy, alongside **isolationism**. It

It created a 500L reading with headings.

1. Copy and paste to Doc
2. Add a picture
3. Link to the lesson

# Personalization



- AI chatbots can act as characters.
- Students can relate.
- Students can get feedback.

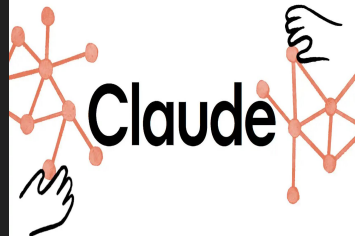
# Student Engagement



MagicSchool.ai

The logo for MagicSchool.ai features the word "Magic" in a multi-colored font (purple, blue, green, yellow) with a small star above the 'i', followed by "School.ai" in a black sans-serif font.

ChatGPT



STORYFILE  
LIFE

The logo for Storyfile Life features a teal circle containing a white stylized "S" and "F" symbol. Below the symbol, the words "STORYFILE" and "LIFE" are stacked in a white sans-serif font.

# Q&A...WITH A SURVIVOR?!

## Nancy Rosado's StoryFile Highlights

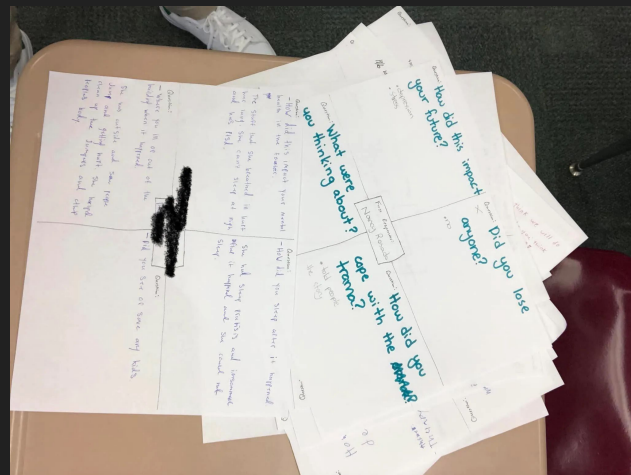
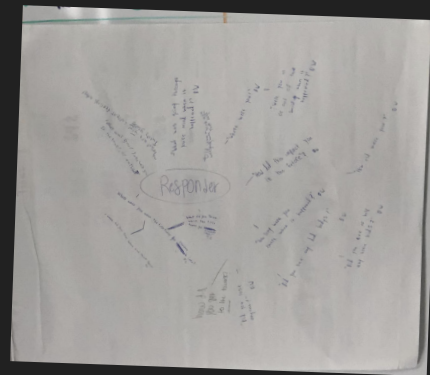
Nancy answered **168** questions

Take me back to the morning of September 11th before the first plane hit.

Where were you when the Pulse Nightclub Shooting happened?

How did you get involved with Hurricane Maria relief?

Ask Nancy's StoryFile a Question below: "What's the most important lesson you've learned about yourself?"



# FACTUAL SCAVENGER HUNT



create a short essay for 8th grade students about the Louisiana purchase and include 5 factual errors they need to find. You will include errors about the president, the year, the cost, and who was involved with the purchase.



Sure, here's a short essay about the Louisiana Purchase with five intentional factual errors. Please note that the errors are not accurate information and should be identified and corrected by the students.



The Louisiana Purchase was a significant event in American history that took place in 1804 when President James Madison acquired the Louisiana Territory from Spain for \$20 million. The purchase included approximately 827,000 square miles of land, which doubled the size of the United States at the time.

The Louisiana Purchase was important for several reasons. Firstly, it gave the United States control of the Mississippi River, which was a vital waterway for trade and transportation. Secondly, it provided access to new resources, including fertile land and abundant natural resources. Lastly, it helped to expand the country's borders and increase its power on the world stage.

The Louisiana Purchase was not without its controversies, however. Some people believed that the purchase was unconstitutional, and others thought that the high cost of the



rewrite the same essay, but remove all punctuation



Sure here's the essay without any punctuation:



The Louisiana Purchase was a significant event in American history that took place in 1804 when President James Madison acquired the Louisiana Territory from Spain for \$20

1. Create articles with factual errors.
2. Create documents with grammar errors.
3. Create contradictions in readings.
4. Have students find and correct errors.
  - a. Turn it into a game

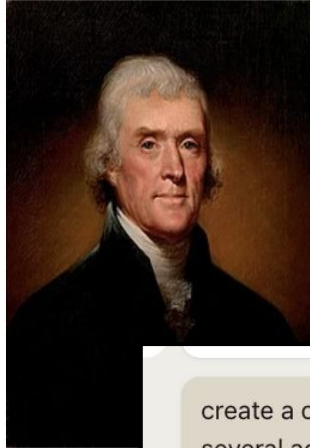
Jefferson was selected to represent Virginia in the Second Continental Congress in 1775.

There, he gained notice for his eloquent writing abilities. In 1776, he was tasked with drafting the Declaration of Independence, which formally announced the colonies' break from Great Britain.

During the Revolutionary War, Jefferson returned to Virginia and served as governor. He enacted laws protecting religious freedom and reforming education in Virginia. **Thomas Jefferson led a militia battalion during critical battles in the Revolutionary War** including the Battles of Saratoga and Yorktown. His knowledge and expertise helped secure an American victory.

After the war, Jefferson became the first Secretary of State under Washington. He later served as America's third president from 1801 to 1809. As president he made the Louisiana Purchase and doubled the size of the United States.

**While a gifted writer and thinker, Jefferson never stepped foot on the battlefield and fought in the Revolutionary War.** As president, Jefferson could not avoid war and debt for the country. He also failed at abolishing the institution of slavery which contradicted his belief in liberty. Jefferson died on July 4, 1826, exactly 50 years after the adoption of his Declaration of Independence.



2-3 symbols to represent the person. (emojis or icons)



List 3 Accomplishments

1. He was selected to represent Virginia in the second Continental Congress.
2. He drafted the Declaration of Independence.
3. He was eventually elected as president.

Historical Person or Group:

Thomas Jefferson

Contributions to the American Revolution

He contributed to the American Revolution by drafting the Declaration of Independence to help free America from British rule. He also led many battles to help weaken the British forces. His knowledge helped secure the American victory.

Fact Check - which fact was the lie?

The lie was in the 5th paragraph that says he never stepped foot on a battlefield, which in fact he did, it told us all about how he led many battles.

create a one page narrative biography about the life of thomas jefferson including his several accomplishments and failures. Also include his role in the American Revolution. Include 1 lie in the biography. Write it at a 700 lexile level

AM

Here is a one page narrative biography of Thomas Jefferson's life, accomplishments, failures, role in the American Revolution, and one lie written at a 700L level:



Washington

Historical Person or Group:

Thomas jefferson

Contributions to the American Revolution

Drafted the Declaration of Independence.

Fact Check - which fact was the lie?

I cant find it.

# Generate Examples....

**A You**

I want you to write a yelp review from the perspective of a warhawk about the war of 1812

**ChatGPT**

Title: A Triumph of Valor and Patriotism: The Glorious War of 1812

Rating: ★★★★★

Review:

As a fervent patriot, I cannot help but sing praises to the gallant efforts witnessed during the War of 1812. This conflict, a testament to the indomitable spirit of our nation, was not merely a struggle for territorial integrity but a declaration of our sovereignty and honor.

First and foremost, let us commend the valorous feats of our soldiers who stood resolute against formidable adversaries. From the battlefields of Fort McHenry to the shores of Lake Erie,





## The war of 1812



Type of entry (Restaurant, plumber, etc.)

★ Write a Review

Add Photo

Share

Save

website.com

(xxx) xxx-xxxx

Get Directions

**War Hawk**  
U.s 30 friends  
 20 reviews  
 11 photos

XX/XX/XXXX

The war of 1812 was alright but their could have been a definitive winner and a lot less build up.

I feel the federalists should have just gotten in their they had are sailors and they had canada

Gladly America solved some of the problems like the sailors and the forts.

I mean i understand the federalists not seeing a real purpose but still for our pride I recommend the war of 1812 because the win outweighed the loss.



## War of 1812



War

★ Write a Review

Add Photo

Share

Save

website.com

(513) 437-8579

Get Directions

**Henry Clay**  
Kentucky 124,769 friends  
 15 reviews  
 3 photos

02/017/1815

I recently had the privilege to experience the War of 1812 as a war hawk and I must say, it was nothing short of amazing. The battles were intense and the bravery of our soldiers was very admirable.

There were some causes to this war. Those were British Impressment. This war resulted in the White House burning down, Andrew Jackson becoming our national hero, and Francis Scott Key creating the Star Spangled Banner.

The leadership of our president James Madison was also very impressive. His decisions and determination to protect our nation were crucial to our success in gaining respect in the world.

This was a great war that really benefited our country!



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**Find places to stay on airEMC**  
Why will you discover?

LOCATION  
The Western United States

CHECK IN  
May 20, 1949


CHECK OUT  
Never

ADULTS  
2

CHILDREN  
6

AMENITIES  
Gold Nearby Mountains Rivers

Q Search



Map area | May 5-? | 8 guests

Become a Host   

in this area, so now's a good time to book.

 Filters

 [Share This Search](#)  [Save](#)



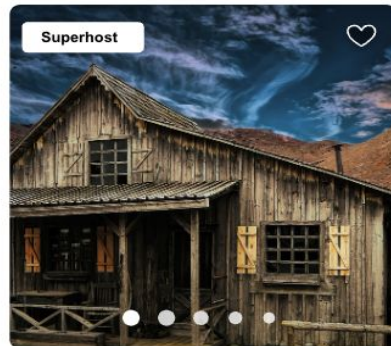
**Hit the Jackpot!** ★ 4.86 (174)

This place really is lucky! It is within 2 miles of a near mining area. You can spend your time looking for gold, but when your not, the house is so much fun itself. It has 3 bedrooms and 2 bathrooms. It is located by a creek so if you want to test your luck, you can go there to look for gold as well. Whether you're a 49er or just a person looking for gold, you are guaranteed to hit the JACKPOT here!



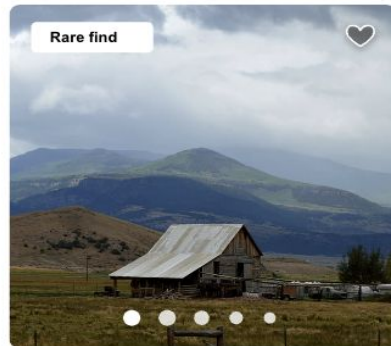
**Utah is for U!** ★ 4.86 (174)

When you arrive, you will be greeted by a lot of mormons. They came her to get a fresh start and to be accepted, right by a lake! You could become a mormon, but if not, they will still be very kind to you. This house is a little tiny, but very cozy. It has 4 bedrooms and 2 bathrooms. In the lake nearby, you can swim, but don't drink the water!! This is a newer option n Utah because the mormons are just now trying to accept other back into their lives, so be nice!



**For the Explorers!** ★ 4.86 (174)

This is perfect for anyone who wants to explore the west. You can join the explores and explore the west and maybe even look for a home. There are many tours that you can join nearby the house. This house is a bit small because most people just use it as they settle for a bit before setting off on another journey. This has 3 bedrooms and 1 bathroom for your family! What will you explore?



**On the Mission?** ★ 4.86 (174)

This is perfect for a traveling missionary, located by many native american grounds, it's perfect for sharing your beliefs. There are many other missionaries around, so you could even team up. The native americans have gained our trust and will probably listen. Thi house has 2 beds and 2 baths for your family. Who will you share with?



## Student 2 Writing



The delegates argued over slaves. The Southern states wanted to count them for more representation. The Northern states disagreed. They compromised on counting slaves as part of the population. There were also debates about the slave trade. The delegates compromised on that too. Slavery impacted the writing of the Constitution.

- This paragraph is too short
- It lacks details and is too general
- Fix it - add a topic sentence, more details, fix the conclusion



## Student 2 Writing



Creating a new Constitution was difficult. The delegates at the Constitutional Convention argued over many things on the topic of enslaved people including slave representation, slave trade, and the return to slavery of freedom seekers. The topic of enslaved representation sparked a disagreement between the Southern and Northern states. The Southern states wanted to count them for more representation, but the Northern states disagreed. They compromised on counting enslaved people as part of the population, but each enslaved person counted as only  $\frac{3}{5}$  of a person. There were also debates about the slave trade. States like Georgia and both the Carolina's wanted slave trade to stay available since they used it frequently and threatened to leave the Constitutional Convention if it was banned. The delegates compromised on that too, slave trade would stay available until 1808 then it would be closed down. Finally, the delegates argued over the return of freedom seekers. The Southern states wanted their enslaved people back but, due to a deal with the New England states it was not that simple. In the end, enslaved people would be returned to their owners and in return to the New England states would receive a tax break. So to conclude, slavery greatly impacted the writing of the Constitution, adding many compromises to the document.

# Have students fix bad paragraphs...

# BY THE NUMBERS



I want you to create a fact finding essay about the life of Andrew Jackson. Use many numbers, statistics, and facts about his early life, amount of duels he had in his life, life as a military leader, amount of battle he fought in/led, and president. Write it as an essay for 8th grade students. Include headings.



Title: Andrew Jackson: A Life of Duels, Leadership, and Presidency



Introduction:

Andrew Jackson, the seventh President of the United States, lived a life filled with remarkable achievements, controversies, and challenges. This essay delves into the life of this influential figure, focusing on key aspects such as his early life, his duels, military leadership, and presidency, supported by various numbers, statistics, and facts.

I. Early Life:

Andrew Jackson was born on March 15, 1767, in Waxhaw, South Carolina, or possibly North

## President Andrew Jackson



13

At the age of 13 he was taken as prisoner of war by the British

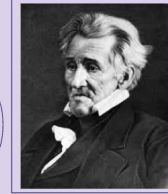


1812

During the War of 1812 he became a national hero.

1000

He supposedly fought in 1000 duels throughout his lifetime.



7

He was the 7th president of the United States.

#1



In 1806 he went into a duel with Charles Dickinson after Dickinson insulted his wife. He survived but with one bullet stuck in his chest for the rest of his life.

He served in the war of 1812 and military officer. He led the Americans to the victory in the battle of New Orleans.

#1812



#13



He joined the continental army at 13 and was taken as a prisoner of war by the British. Starved and sick and being slashed by a British officer.

He was in 100 duels in his lifetime. The most famous one with Charles Dickinson after they got into a disagreement over a horse race.

#100



## Andrew Jackson

# Hero's Journey



create a nonfiction story about the french and indian war using a hero's journey format. Include the call to action for the colonists, the threshold crossing to the ohio river valley, the helper as ed braddock, the abyss of being disorganized and losing some battles, the transformation, and the return of gaining the ohio river valley, being in debt, and the proclamation line.



Title: "Colonial Courage: The Heroic Journey of the French and Indian War"







Once upon a time, in the early days of the American colonies, a call to action echoed across the land. The year was 1754, and the Colonists were restless, feeling the weight of British taxation and frustrated by the encroachment of the French in the Ohio River Valley. Among these colonists, a young and ambitious George Washington received the call to action. He was to embark on a journey that would change the course of history.

## **Act 1: The Call to Action**

The call to action came as an urgent plea from Virginia's Governor Dinwiddie. He sent a young George Washington on a mission to the Ohio River Valley. The mission was simple: to

# Hero's Journey

## THE HERO'S JOURNEY STORY MAP: THE FRENCH AND INDIAN WAR

CALL TO ACTION - THE HERO BEGINS THE JOURNEY	THRESHOLD - THE HERO CROSSES AND NO TURNING BACK	HELPER - WHO SUPPORTS THE HERO? OR WHO IS THE HERO?
<p><b>THE OHIO RIVER VALLEY WAS CLAIMED BY BOTH THE FRENCH AND THE BRITISH.</b></p> 	<p><b>THE COLONISTS JOINED FORCES WITH THE BRITISH ARMY AND MANY COLONISTS HAD TO FIGHT THE BATTLE WITH LITTLE TO NO EXPERIENCE.</b></p> 	<p><b>GENERAL EDWARD BRADDOCK WAS SENT BY THE BRITISH TO HELP SECURE THE OHIO RIVER VALLEY. HE TRAINED INEXPERIENCED COLONISTS AND TAUGHT THEM MILITARY TACTICS AND STRATEGIES.</b></p> 
ABYSS - WHAT CHALLENGES DOES THE HERO FACE?	TRANSFORMATION - HOW IS THE HERO TRYING TO CHANGE THE OUTCOME? WHAT DO THEY LEARN?	RETURN - WHAT HAPPENED IN THE END?
<p><b>THE COLONISTS SUFFERED A DISASTROUS LOSS AT THE BATTLE OF FORT DUQUESNE AND SOME ALMOST CONSIDERED SURRENDERING TO THE FRENCH.</b></p> 	<p><b>THE COLONISTS HAD A REALIZATION THAT THEY HAD TO KEEP GOING. THEY FOUGHT BACK STRONGER THAN EVER AND EVENTUALLY THE WAR CAME TO AN END AND THEY CLAIMED THE OHIO RIVER VALLEY.</b></p> 	<p><b>AS A RESULT OF THE WAR, THE COLONISTS WERE PREVENTED FROM LIVING IN THE OHIO RIVER VALLEY AND BRITAIN WAS LEFT IN DEBT.</b></p> 

# Text Structures



I want you to write a 4 sentence paragraph about the Declaration of independence using a cause/effect text structure. Use cause/effect keywords. Write this for 8th grade students.

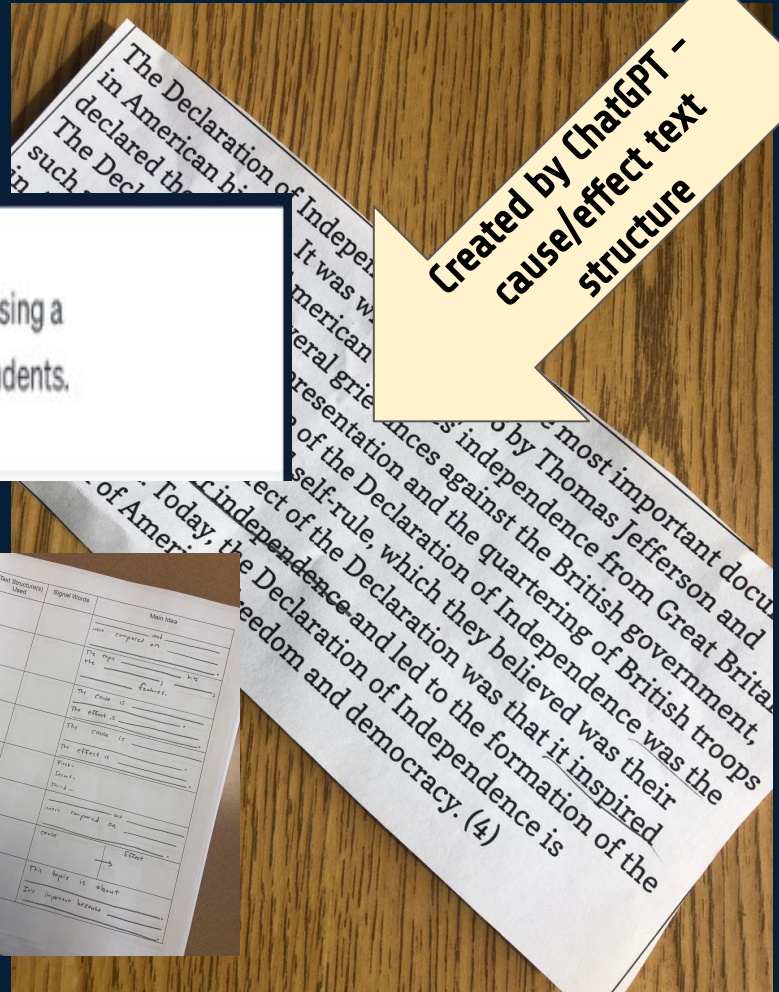


The Declaration of Independence had a profound impact on American history. The main cause of its creation was the growing frustration among the American colonists, who were subject to British rule and taxation without representation. As a result, the effect of the Declaration was that it formally severed ties with Britain, leading to the Revolutionary War, as colonists were willing to fight for their freedom. This, in turn, led to the birth of the United States as a new nation, free from British control, marking a significant moment in the cause of American independence.



See Student's Work	Signal Words	Main Idea
	were compared and	
	the topic is	
	the	
	the cause is	
	the effect is	
	the cause is	
	the effect is	
	cause	
	were compared and	
	cause	
	effect	
	The topic is about	
	The important because	

Created by ChatGPT -  
cause/effect text  
structure



Focus: Descriptive  
Title: The Perfect Chicken

A beautiful golden-brown color, with tender meat, juicy and crisp. This chicken is the perfect blend of a gorgeous color and a perfect taste. **For instance**, it has been cooked for the perfect amount of time, the color, to the tenderness of the meat it is tasteful and magnificent. Filled with herbs and spices then covered and massaged in oils and butter then roasted over a wood fire till it's golden brown.



Focus: Sequence  
Title: How to Cook a Chicken

**First** you must get your chicken dead or alive, if alive swing its neck around quickly so it feels no pain. **Then** you must pluck the feathers off till its bald like Mr. Moler. **After** that you will clean out the insides so we don't have any nasty organs. **Next** you will fill it with spices and herbs then cover it in olive oil and butter. **Then** you will roast above a fire. Finally you can enjoy your chicken.

Focus: Compare/Contrast  
Title: Alive Vs Dead (Chicken Edition)

Chickens are cute but tasty, chickens alive will have a beating heart while cooked ones don't. **Similarly** they both are small animals, **but** the alive ones can be pets. One is bred to be cooked and eaten **while** one is to be bred to lay eggs for eating.

Focus: Cause/Effect  
Title: Chicken Downfall

Chickens everyday are being killed to eat, not enough are being born, this can affect us in many ways and not just food. **The effect** of this event may collapse the food chain **therefore** leading to more than one animal going extinct leading us to having less food, and collapsing our economy.

Focus: Problem/Solution  
Title: Uneducated Cief

**The problem** in this photo is that this chef did not prepare this chicken right. They didn't get the biggest **or** most tender chicken **nor** did they fill it with herbs or spices. They used salt, pepper and butter, **the solution** is to buy this uneducated chef a cooking book or even show them a youtube video to help them prepare and cook a better chicken.



# 2 TRUTHS & 1 LIE

I am teaching about the 3 branches of government and need you to create 2 truths and 1 lie about the legislative branch, executive branch and judicial branch.

## Sources

3 Branches of Our Government (answers) ...

trumanlibrary • 1

Three Branches of Government | Learn...

youtube • 2

Checks and Balances in the Constitution |...

study • 3



View 2 more

## Answer

### Legislative Branch

- Truth: The legislative branch makes the laws <sup>1</sup>.
- Truth: The legislative branch consists of two parts: the Senate and the House of Representatives <sup>1</sup>.
- Lie: The legislative branch enforces the laws.

### Executive Branch

- Truth: The executive branch enforces the laws <sup>1</sup>.
- Truth: The President is the leader of the executive branch <sup>1</sup>.
- Lie: The executive branch makes the laws.

### Judicial Branch

- Truth: The judicial branch interprets the law <sup>4</sup>.
- Truth: The judicial branch has the ability to check the legislative and executive branches through measures such as judicial review <sup>3</sup> <sup>4</sup>.
- Lie: The judicial branch enforces the laws.

The legislative branch makes the laws, the executive branch enforces the laws, and the judicial branch interprets the laws and has the ability to check the other branches.

Letter D - TRUTH

Letter A, B, C - LIE

Letter D is a truth because there are only 2 senators per state.

**TURN IT INTO A GAME!!**

DIRECTIONS: Which of the following is TRUTH? Which of the following is a LIE? You be the judge.

# MAD LIBS



create a mad lib about the louisiana purchase



Sure, here's a mad lib about the Louisiana Purchase!



Once upon a time, in the year 1803, the United States of America was feeling (adjective) about its territory. President Thomas Jefferson wanted to (verb) the nation's borders, so he decided to make a (adjective) deal.

He sent James Monroe and Robert Livingston to negotiate with (adjective) Emperor Napoleon Bonaparte of France. After some (adjective) discussions, Napoleon agreed to sell a huge chunk of land to the United States for \$15 million dollars. This was known as the Louisiana Purchase.

The United States was thrilled to acquire this (adjective) new territory, which included the present-day states of Louisiana, Arkansas, Missouri, Iowa, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Texas, Montana, Wyoming, Colorado, and (geographical feature). The American people were excited to explore this (adjective) land and discover its (adjective) treasures.

The Louisiana Purchase was a (adjective) moment in American history, and it helped to shape the nation as we know it today.

Once upon a time, in the year 1803, the United States of America was feeling (adjective) about its territory. President Thomas Jefferson wanted to (verb) the nation's borders, so he decided to make a (adjective) deal.

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The Louisiana Purchase was a (adjective) moment in American history, and it helped to shape the nation as we know it today.

# ARGUMENTATIVE...MOOT COURT PRACTICE

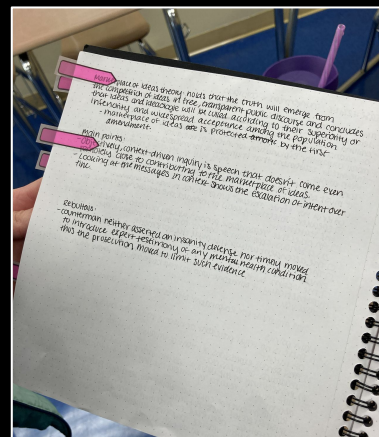
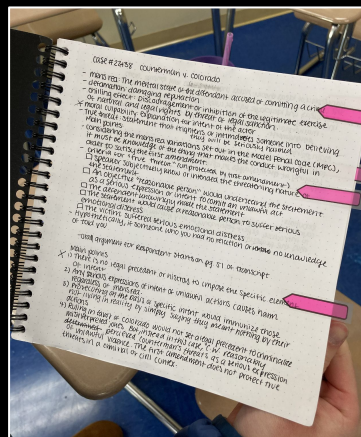
**8 PARTS: REVIEW THE [STREET LAW CASE SUMMARY](#) AND COMPLETE THE COMPONENTS BELOW**

**THREE WORD SENTENCE: Summarize COLORADO in a 3 word sentence.**

First	Amendment	Protection																		
<p><b>BACKGROUND SUMMARY:</b> Explain the background of this case. Who is involved? What happened?</p> <ul style="list-style-type: none"> <li>- Billy Counterman repeatedly, for a 2 year period, sent messages to C.W. indicating that he knew what she was doing and that he wanted her to die or be killed.</li> <li>- Coles Whalen - aka C.W. a female singer and the "victim" in this case.</li> </ul>	<p><b>LOWER COURT RULINGS:</b> Explain how the lower courts ruled on this case. What does SCOTUS need to sort out?</p> <p>Counterman was charged with one count of stalking (credible threat), one count of stalking (serious emotional distress), and one count of harassment. Prosecution dismissed the count of stalking (credible threat). Charged on 2 counts, convicted on one count. He was denied by the appeals court and appealed to SCOTUS.</p>	<p><b>DESCRIPTIVE WORDS:</b> Explain this case using as many different words as possible. Click the topic for help.</p> <table border="1"> <thead> <tr> <th>NOUNS</th> <th>VERBS</th> <th>ADJECTIVES</th> </tr> </thead> <tbody> <tr> <td>intent</td> <td>To appeal</td> <td>necessary</td> </tr> <tr> <td>Mens rea</td> <td>To prosecute</td> <td>intentional</td> </tr> <tr> <td>petitioner</td> <td>To argue</td> <td>Violent</td> </tr> <tr> <td>Respondent</td> <td>To intend</td> <td>serious</td> </tr> <tr> <td>court</td> <td>To question</td> <td>emotional</td> </tr> </tbody> </table>	NOUNS	VERBS	ADJECTIVES	intent	To appeal	necessary	Mens rea	To prosecute	intentional	petitioner	To argue	Violent	Respondent	To intend	serious	court	To question	emotional
NOUNS	VERBS	ADJECTIVES																		
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**MAKE YOUR 3xCER CASE:** Begin to develop your ARGUMENT for SCOTUS. Follow the prompts below:

CLAIM:	EVIDENCE:	REASONING:
<i>What is your answer to the legal question? It should be more than a "yes" or "no".</i>	<i>What is a specific observation or data that supports your claim?</i>	<i>How does your evidence support the claim? What explains why the evidence is linked to the claim?</i>
The actions of the defendant meet the criteria for a true threat that is not protected by the first amendment.	<p>Argument #1: Criteria for "true threat"</p> <p>Argument #2: Mens rea</p> <p>Argument #3: Marketplace of ideas theory</p> <p>Precedent: <i>Watts v U.S.</i> legal precedent set by lower courts and a jury</p>	<ul style="list-style-type: none"> <li>- Any serious expression of intent of unlawful actions causes harm regardless of mens rea.</li> <li>- Prosecutions on the basis of specific intent would immunize those not living in reality by simple saying that they meant nothing by their actions</li> <li>- Ruling in favor of Colorado would not set a legal precedent to criminalize misinterpreted "jokes"</li> </ul>



### How do you know what the intent is with this case?

**Sources**

- Supreme Court Holds Intent Must Be Proved In... (1) - 1
- "Evaluating Intent in True Threats Cases: The..." (2) - 2
- Core First Amendment Rights are Implicated In... (3) - 3

**Answer**

The intent in the case of *Counterman v. Colorado* was a key point of contention. The Supreme Court, in a 7-2 decision, ruled that the government must demonstrate that a defendant who made a threat acted recklessly — that is, with the knowledge that others could regard their statement as threatening violence — to establish that the speech is a "true threat" and thus no longer covered by the First Amendment. This decision emphasized the importance of considering the speaker's mental state and intent, rather than solely relying on the objective perception of the statement as a threat. The Court's opinion, written by Justice Elena Kagan, highlighted the need to evaluate threatening words through the subjective lens of what the speaker intended. The ACLU and its coalition partners also argued that the First Amendment requires "subjective intent to threaten" as a necessary element of a true threat, emphasizing the importance of taking the speaker's state of mind into account when the threat was made.

### How can you evaluate threatening words through subjective lenses?

**Sources**

- Supreme Court Holds Intent Must Be Proved In... (1) - 1
- Core First Amendment Rights are Implicated In... (2) - 2
- [PDF] 22-138 *Counterman v. Colorado* (06/27/2023)... (3) - 3

**Answer**

In the case of *Counterman v. Colorado*, the Supreme Court emphasized the need to evaluate threatening words through the subjective lens of what the speaker intended. The Court ruled that the government must demonstrate that a defendant who made a threat acted recklessly, with the knowledge that others could regard their statement as threatening violence, to establish that the speech is a "true threat" and no longer covered by the First Amendment. This decision highlighted the importance of considering the speaker's mental state and intent, rather than solely relying on the objective perception of the statement as a threat. The Court's opinion, written by Justice Elena Kagan, underscored the significance of the speaker's fear of mistaking whether a statement is a threat, the legal system getting that judgment wrong, or incurring legal costs, all of which may lead the speaker to swallow words that are not true threats. Therefore, the evaluation of threatening words through a subjective lens involves considering the speaker's state of mind and whether they acted recklessly in making the statement.

USE CHATGPT TO DEBATE, QUESTION OR TEST OUT YOUR ARGUMENTATIVE THEORIES!

INSTANT FEEDBACK! CRITICAL THINKING ENHANCED!

# ODD ONE OUT

A

I want you to Create a list of 4 things related to andrew jackson that can be debated as the odd one out



Sure, here are four things related to Andrew Jackson that can be debated as the odd one out:

1. Battle of New Orleans
2. Trail of Tears
3. First Bank of the United States
4. Spoils System

The potential odd one out could be the First Bank of the United States because it was an institution that was established before Andrew Jackson's presidency and was not directly associated with his policies or actions as President. The other three items are all directly associated with Andrew Jackson and his presidency: The Battle of New Orleans was a

# **An educational shift**

**Adaptability**

**Communication**

**Empathy**

**Confidence**

**Collaboration**

**Critical Thinking**

**Creativity**

**Perseverance**

**Problem Solving**

**Responsibility**

The key to effective AI integration in education is not to simply use technology for technology's sake, but to use it with intentionality and purpose. We must be proactive in learning how to harness the power of AI, or risk falling behind.

Think about something you  
always wanted to do in your  
classroom, but couldn't.

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100 Prompts for Teachers

# ChatGPT



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PROMPT GUIDE](#)

[TEACHER AI ROUND UP](#)

# Templates

1. [Prompts](#)
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3. [5xText Structure](#)
4. [Thin Slide Template](#)
5. [Sketch and Tell Template](#)
6. [CyberSandwich Template](#)



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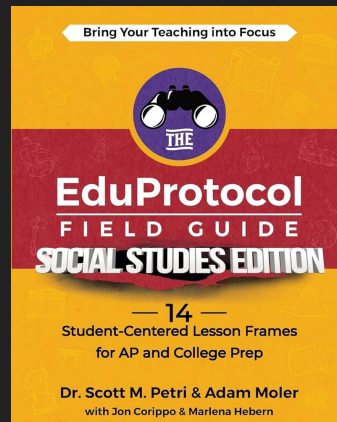


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