

ENT 237: Secondary English Curriculum Assignment

- Will Fassbender (English Education)

Assignment Notes: This lesson is based on a project that spans the latter half of the ENT 237 course. Typically, this course serves as one of the introductory courses for students majoring in English Education and is comprised of mostly freshman and sophomores. That said, this lesson is content-agnostic and could apply to any course that involves the lesson planning process.

This specific lesson plan is part of the summative element of the ENT 237 course, as students are completing their final projects which tasked students with creating a unit plan and two embedded lesson plans from that unit. So, pre-requisite knowledge includes significant understanding of curriculum and the unit and lesson planning process.

Directions and relevant materials can be found in [THIS GOOGLE DRIVE FOLDER](#).

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Purpose: The purpose of this activity is to help pre-service teachers identify affordances and constraints related to unit and lesson planning with generative AI.

Duration: One 75-minute class

Learning Objectives

By the end of this assignment, students will be able to:

1. Apply generative AI tools to solve a discipline-specific problem
2. Critically evaluate AI-generated content for accuracy, bias, and relevance
3. Determine the utility of generative AI platforms for unit and lesson planning.

Materials Needed

- Unit and Lesson plan template (found within the linked Google Drive folder in the Assignment Notes).
- Device with access to generative AI platforms

Generative AI Tool for Assignment

For more in-depth information on this AI tool, see attached model card.

- Name of tool: Brisk Teaching
- Purpose: This is a Google Chrome extension that is most commonly used with Google Docs to provide line feedback on student writing or general feedback through a "glows and grows" format. A free version is available for teachers as well as a paid version, which provides additional functionality.
- Who created it/Version used: Brisk Labs Co./ v. 1.0.195
- Any known limitations/biases: No known limitations or bias. Uses a range of LLMs to support different use cases in education, so bias implicit with mainstream LLMs would likely apply to Brisk tools.

Assignment Structure

1. Ask students to pull up their unit and lesson plans that they have been working on for the past few weeks.
2. Introduce the objective for the day: to use generative AI to revise unit/lesson plans and to create instructional materials.
3. Start by having students use their computers to turn to ChatGPT: chat.openai.com
4. Students will start editing their unit plan by uploading it to ChatGPT and using the following prompt:
 - “I am teaching a (grade level) English language arts course. I am developing a unit on (topic). Please review my unit plan and provide me feedback with possible ways to improve my ideas. Specifically provide me with feedback on the following: my essential questions and whether they are provocative enough; formatting of my objectives and their ability to reflect the Montana Content Standards; my summative assessment and its ability to measure the objectives. Please provide any other suggestions for making this unit as focused as possible.”
5. Students will then make a note of any suggestions that ChatGPT offers, determining whether they want to accept for decline the suggested changes.
6. Next, students will start editing their lesson plans by uploading it to ChatGPT and using the following prompt:
 - “As a reminder, I am teaching a (grade level) English language arts course. I am also developing a lesson plan on (topic) based on the unit plan you just reviewed. Please review my lesson plan and provide me feedback with possible ways to improve my ideas. Specifically provide me with feedback on the following: my essential questions and whether they are provocative enough; formatting of my objectives and their ability to reflect the Montana Content Standards; my formative assessment and its ability to measure the daily objectives and to help guide students toward mastery on their summative assessment; my learning plan and providing sufficient details for implementing the lesson with students. Please provide any other suggestions for making this unit as focused as possible, specifically how well this lesson plan fits with the larger goals listed on my unit plan.”
7. Students will then make a note of any suggestions that ChatGPT offers, determining whether they want to accept for decline the suggested changes.
8. Next, students will turn to the Brisk Teaching website in their Chrome browser: <https://www.briskteaching.com/>. Students will follow the directions for adding the Chrome extension to their browser.
 - Students will then search for a resource that they would consider using for their lesson plan. I will model what it would look like to teach Romeo & Juliet using a resource from the [Folger Shakespeare Library](#). I then show how the Brisk extension works, clicking on the extension in the extension bar and then clicking on the icon that appears on the bottom right of the screen. I will demonstrate different options, including how to create a Google Presentation and then direct students to the “create” button, and then the “Lesson Plan” button. I will then show students how to tailor the lesson to their teaching context by selecting the grade level, time constraints, and content standards. I then click “Brisk It” and show students how Brisk creates the lesson plan.

- Students will then do the same thing for their lesson plans, which will be included with their final unit/lesson plan projects.
9. Class will conclude with a discussion of what students are discovering about generative AI technologies geared toward teacher. Students will turn and talk and discuss the following questions:
- Discuss the feedback you received from ChatGPT on your unit and lesson plans. How would you evaluate the quality of the feedback? Did you make any changes to your unit or lesson plan? What feedback did you ignore?
 - Talk about the content created by Brisk. What original resource did you look for and what presentation and/or lesson plan did Brisk create based on that resource? Evaluate the quality of the products and whether you would use it as is or with some revision.
 - What impressed you about generative AI capabilities? What concerns you about what you saw from AI today? Do you think that technologies like this could lead to de-professionalization of our teaching by suggesting that AI could do as good (or better) job with lesson planning than humans? Could you use these tools without feeling as though you were being dishonest about your lesson planning process?
 - Are there any other concerns you have? Did you observe any bias in your results? Are you worried about potential privacy issues as you consider creating lesson plans for your future students?
10. After students have had a chance to discuss with their peers, class will conclude with a whole class discussion.
11. As class wraps up, students will be instructed to make some notes from class discussion as they will be expected to write a brief half-page reflection based on their experiences today with generative AI.

Submission Guidelines

- Format: Submit the lesson created by Brisk along with a reflection on the quality of the AI-generated feedback and content based on experiences with AI and class discussion.
- Length: Half-page reflection
- Citation Guidelines: Brisk Teaching. (n.d.). Retrieved from <https://www.briskteaching.com/>

Additional Resources

- Refer to [THIS GOOGLE DRIVE FOLDER](#) for final project details.
- [ChatGPT](#)
- [Brisk Teaching](#)
- [Folger Shakespeare Library](#)