

FOR HISTORY TEACHERS

60 chat prompts

Prompts for History Teachers.

Ready-to-use prompts for planning, teaching and reflection.

*The right tool at the right time.
Part of the WISE Framework for Education at
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13

Glossary

A few terms that recur throughout this guide. If you already know them, skip ahead to the framework on the next page.

AI — Artificial Intelligence

An attempt to make machines mimic brain functions — to "think" and learn roughly the way humans do. We don't fully understand how the brain works, but we can try to replicate the parts we do understand.

Prompt

An instruction given to a chatbot to get a desired response or task performed.

Iterate

After receiving a response from a chatbot, you refine and clarify the parts you're not satisfied with — sharpening the answer until it's what you want. The better your starting prompt, the fewer iterations you'll need.

Chatbot

A chatbot has been trained to find patterns in large amounts of text. It uses those patterns to generate a response to your prompt. The answer is produced in real time.

GPT

The underlying model (Generative Pre-trained Transformer) that a chatbot uses. The same GPT can power different chatbots — for example, Copilot and ChatGPT have both used OpenAI's GPT.

Generative AI

AI that creates (generates) text, images, video, or sound in real time when prompted to do so.

Bias

AI responses can be skewed or partial, depending on the data the AI was trained on and the biases present in that data. These biases are harder to spot in chatbots than in image-generating AI.

Hallucination

The text you receive from a chatbot is based on patterns in its training data, but word generation also involves randomness — meaning generated words can sometimes create a meaning that simply isn't true.

A framework for writing your own prompts

Role: Act as an experienced physics teacher.

Task: Create a lesson plan that introduces year 8 students to optics.

Context: I teach at a middle school, have 25 students in my class, and the lesson is 60 minutes long.

Format: Link content and activities to the physics curriculum and give me a plan that describes each part of the lesson and the materials required.

Tone: Use a formal but friendly tone.

A few chatbots to know

AI can also generate images and more, but we focus here on chat capabilities.

ChatGPT — OpenAI's chatbot

Gemini — Google's chatbot

NotebookLM — Google's tool that can, among other things, generate a two-voice podcast

Copilot — Microsoft's chatbot

Claude — Anthropic's chatbot

Perplexity — From San Francisco, was early to include source links

Duck AI — DuckDuckGo's chatbot, lets you pick among several GPTs

Mistral AI — A chatbot from France

Most chatbots have age restrictions.

How to use the prompts

All the prompts are starting points — examples to get you going. Adapt them to fit your context.

After using a chatbot for a while, you'll learn what kinds of prompts work better or worse. Try the same prompt twice — first as-is, then with the prefix "Act as an experienced expert teacher in [subject]" — and see whether the quality of the response improves. A good response means a good prompt. A poor response means the prompt needs more context or adjustment. Some chatbots are better than others at certain tasks, so if you're not satisfied despite multiple tries, consider switching chatbot.

Brackets and privacy

You paste the prompt text into the chatbot's input field. Wherever brackets *[like this]* appear, replace the text inside with whatever fits your context.

Always double-check the responses — chatbot output is not guaranteed to be accurate.

Note: Think carefully before uploading texts or documents. Never upload personal data or sensitive information. Mind GDPR.

History Teachers

- 01 Create a lesson plan for a history lesson in grade [8] on [specific theme, e.g. the Industrial Revolution], with three sections focusing on causes, consequences, and source criticism, and a link to the national curriculum.
- 02 Give me five strategies for teaching source criticism in history to grade [9] students, with a practical exercise for each and a reflection on its effectiveness.
- 03 Write a short guide for introducing [specific historical event, e.g. the Second World War] to a grade 7 class, with three steps and an engaging warm-up activity.
- 04 Suggest three ways to use digital tools to teach [specific theme, e.g. the Middle Ages] in grade [8], with an activity for each and a link to digital competence in the national curriculum.
- 05 Create a list of five source-criticism tasks for a grade 9 class on [specific theme, e.g. colonialism], with a primary source for each and an analysis question.
- 06 Give me an example of a routine for starting a history lesson in grade [7] on [specific theme, e.g. the Viking Age], with three steps and a link to historical empathy.
- 07 Suggest three ways to integrate [specific theme, e.g. the Reformation] into a grade [8] class using drama, with a role-play activity for each and a reflection.
- 08 Create an assessment rubric for a history lesson in grade [9] on [specific theme, e.g. the First World War], with three knowledge requirements from the national curriculum and criteria for different levels.
- 09 Give me five ideas for teaching [specific theme, e.g. antiquity] in grade [7], with a creative activity for each and a link to historical perspectives.

- 10 Write a short template for planning a history lesson in grade [8] on [specific theme, e.g. the French Revolution], with three sections (introduction, analysis, reflection) and a source-criticism task.
- 11 Suggest three ways to collaborate with a Swedish language teacher on a cross-curricular project on [specific theme, e.g. the Swedish Age of Greatness] in grade [9], with one idea and one goal for each.
- 12 Give me an example of a lesson in grade [7] on [specific theme, e.g. the Roman Empire], with three steps focusing on processes of change and a discussion task.
- 13 Create a list of five discussion questions for a grade [8] class on [specific theme, e.g. imperialism], focusing on causes and consequences and a reflection on contemporary connections.
- 14 Suggest three ways to use primary sources to teach [specific theme, e.g. the witch trials] in grade [9], with one source and one analysis task for each.
- 15 Write a short guide for teaching [specific theme, e.g. the medieval church] in grade [7], with three steps and a link to historical empathy in the national curriculum.
- 16 Give me five ideas for making [specific theme, e.g. the World Wars] more engaging for a grade [9] class, with a practical activity for each and a rationale.
- 17 Suggest three ways to assess students' understanding of [specific theme, e.g. the Renaissance] in grade [8], with one method for each and a link to the national curriculum's knowledge requirements.
- 18 Create a plan for a history lesson in grade [7] on [specific theme, e.g. prehistory], with three sections and a closing reflection task on historical continuity.
- 19 Give me an example of a source-criticism exercise for a grade [9] class on [specific theme, e.g. the Cold War], with three steps and an analysis of the source's credibility.

20 Write a list of three short ways to connect *[specific theme, e.g. industrialisation]* to the present day in a grade *[8]* class, with one question for each and a link to the national curriculum.

21 Create a detailed plan for a project on *[specific theme, e.g. human rights]* for a grade *[9]* class, with three lessons focusing on historical examples and contemporary relevance.

22 Give me five strategies for teaching *[specific theme, e.g. the Viking Age]* in grade *[7]*, with a practical activity for each and a link to source criticism.

23 Write a short guide for using film in a history lesson on *[specific theme, e.g. the Second World War]* in grade *[9]*, with three steps and an analysis task.

24 Suggest three ways to integrate *[specific theme, e.g. antiquity]* with geography in a grade *[8]* class, with a cross-curricular activity for each and one goal.

25 Create a list of five creative writing tasks for a grade *[7]* class on *[specific theme, e.g. the Middle Ages]*, with instructions for each and a link to historical empathy.

26 Give me an example of a routine for ending a history lesson on *[specific theme, e.g. the French Revolution]* in grade *[8]*, with three steps and a reflection question.

27 Suggest three ways to use timelines to teach *[specific theme, e.g. imperialism]* in grade *[9]*, with an activity for each and an analysis of processes of change.

28 Write an assessment task for a grade *[7]* class on *[specific theme, e.g. prehistory]*, with three levels and criteria linked to the national curriculum's knowledge requirements.

29 Give me five ideas for teaching *[specific theme, e.g. the Swedish Age of Greatness]* in grade *[8]*, with a source-based activity for each and a reflection on credibility.

30 Write a short template for planning a history lesson in grade *[9]* on *[specific theme, e.g. the Cold War]*, with three sections and a link to contemporary perspectives.

31 Suggest three ways to collaborate with an art teacher on a cross-curricular theme on *[specific theme, e.g. the Renaissance]* in grade *[8]*, with one idea and one goal for each.

32 Give me an example of a discussion on *[specific theme, e.g. colonialism]* for a grade *[9]* class, with three questions and a method for assessing participation.

33 Create a list of five analysis tasks for a grade *[7]* class on *[specific theme, e.g. the Roman Empire]*, with a primary source for each and a source-criticism question.

34 Suggest three ways to use role play to teach *[specific theme, e.g. the Reformation]* in grade *[8]*, with a scenario for each and a reflection on empathy.

35 Write a short guide for teaching *[specific theme, e.g. the World Wars]* in grade *[9]*, with three steps and a link to causes and consequences in the national curriculum.

36 Give me five ideas for connecting *[specific theme, e.g. the Industrial Revolution]* to contemporary social issues in a grade *[8]* class, with one question for each and a rationale.

37 Suggest three ways to use storytelling to teach *[specific theme, e.g. the witch trials]* in grade *[7]*, with a narrative activity for each and one goal.

38 Create a plan for a history lesson in grade *[9]* on *[specific theme, e.g. human rights]*, with three sections and a discussion on historical continuity.

39 Give me an example of a source-criticism analysis task for a grade *[8]* class on *[specific theme, e.g. the Middle Ages]*, with three steps and an evaluation of the source's credibility.

40 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. antiquity]* in grade *[7]*, with one resource for each and a link to the national curriculum.

41 Create a lesson series on *[specific theme, e.g. colonialism]* for a grade *[9]* class, with three lessons exploring causes, consequences, and contemporary perspectives, and a link to the national curriculum.

42 Give me five ideas for teaching *[specific theme, e.g. the Viking Age]* in grade *[7]*, with a source-based activity for each and a reflection on source criticism.

43 Suggest three ways to use timelines to teach *[specific theme, e.g. the World Wars]* in grade *[9]*, with an activity for each and an analysis of processes of change.

44 Create a list of five discussion tasks for a grade *[7]* class on *[specific theme, e.g. the Middle Ages]*, with one question for each and a link to historical empathy.

45 Give me an example of a routine for ending a history lesson on *[specific theme, e.g. the French Revolution]* in grade *[8]*, with three steps and a reflection task.

46 Suggest three ways to integrate *[specific theme, e.g. antiquity]* with Social Studies in a grade *[7]* class, with a cross-curricular activity for each and one goal.

47 Create an assessment task for a grade *[9]* class on *[specific theme, e.g. the Cold War]*, with three levels and criteria linked to the national curriculum's knowledge requirements.

48 Give me five strategies for making *[specific theme, e.g. the Industrial Revolution]* engaging for a grade *[8]* class, with a practical activity for each and a rationale.

49 Write a short template for planning a history lesson in grade *[7]* on *[specific theme, e.g. prehistory]*, with three sections and a source-criticism analysis task.

50 Suggest three ways to collaborate with a Swedish language teacher on a project on *[specific theme, e.g. the Swedish Age of Greatness]* in grade *[9]*, with one idea for each and a link to the national curriculum.

51 Give me an example of a lesson on *[specific theme, e.g. the Roman Empire]* for a grade *[8]* class, with three steps and a discussion on historical continuity.

52 Create a list of five source-criticism exercises for a grade *[9]* class on *[specific theme, e.g. imperialism]*, with a primary source for each and an analysis question.

53 Suggest three ways to use role play to teach *[specific theme, e.g. the Reformation]* in grade *[7]*, with a scenario for each and a reflection on empathy.

54 Write a short guide for teaching *[specific theme, e.g. the witch trials]* in grade *[8]*, with three steps and a link to causes and consequences in the national curriculum.

55 Give me five ideas for connecting *[specific theme, e.g. the First World War]* to contemporary issues in a grade *[9]* class, with one question for each and a rationale.

56 Suggest three ways to assess students' source-criticism skills in a grade *[7]* class on *[specific theme, e.g. the medieval church]*, with one method for each and one goal.

57 Create a plan for a history lesson in grade *[8]* on *[specific theme, e.g. human rights]*, with three sections and a closing reflection on contemporary relevance.

58 Give me an example of an analysis task for a grade *[9]* class on *[specific theme, e.g. the Second World War]*, with three steps and an evaluation of sources' credibility.

59 Write a list of three short ways to use digital resources to teach *[specific theme, e.g. antiquity]* in grade *[7]*, with one resource for each and a link to the national curriculum.

60 Create a lesson plan for a grade *[8]* class on *[specific theme, e.g. the French Revolution]*, with three sections focusing on causes, processes of change, and source criticism, and a reflection.

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The right tool at the right time.

This collection is part of a library of AI prompts for every role in the school — free to use, adapt, and share.

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The WISE Framework for Education

Four questions that turn any "should we use this AI tool?" conversation into a structured decision — choosewise.education/wise

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