

FOR TEACHERS · AGES 16–19

80 chat prompts

# Prompts for History Teachers · Upper Secondary.

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

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

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# 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.

## Upper Secondary History Teacher

- 01 Create a lesson plan for an Upper Secondary history lesson on *[specific theme, e.g. industrialisation]*, with three sections focusing on causes, consequences, and source analysis, and a link to *[reference to current curriculum]*.
- 02 Give me five strategies for teaching Upper Secondary students about *[specific theme, e.g. the Middle Ages]*, with a source-based activity for each and a reflection on historical significance.
- 03 Write a brief guide for introducing *[specific theme, e.g. the World Wars]* to a history class, with three steps and an engaging primary source as a warm-up.
- 04 Suggest three ways to use digital tools to teach *[specific theme, e.g. imperialism]*, with an analysis activity for each and a link to *[reference to current curriculum]* goals on digital competence.
- 05 Create a list of five source-critical tasks for a history class on *[specific theme, e.g. antiquity]*, with one source for each and a reflection question on credibility.
- 06 Give me an example of a routine for starting a history lesson on *[specific theme, e.g. the Reformation]*, with three steps and a link to contemporary perspectives.
- 07 Suggest three ways to integrate *[specific theme, e.g. colonialism]* with discussions, with a historical question for each and a reflection on different perspectives.
- 08 Create an assessment rubric for a history lesson on *[specific theme, e.g. the French Revolution]*, with three knowledge requirements from *[reference to current curriculum]* and criteria for different grade levels.
- 09 Give me five ideas for teaching *[specific theme, e.g. the Cold War]*, with a creative activity for each and a link to historical processes.

- 10 Write a brief template for planning a history lesson on *[specific theme, e.g. the Middle Ages]*, with three sections (introduction, source analysis, reflection) and a source-critical task.
- 11 Suggest three ways to collaborate with a Social Studies teacher on a cross-curricular project about *[specific theme, e.g. human rights]*, with one idea for each and a goal linked to *[reference to current curriculum]*.
- 12 Give me an example of a lesson on *[specific theme, e.g. antiquity]*, with three steps focusing on sources and a discussion task on historical continuity.
- 13 Create a list of five discussion questions for a history class on *[specific theme, e.g. the World Wars]*, focusing on causes and consequences and a connection to the present.
- 14 Suggest three ways to use primary sources to teach *[specific theme, e.g. industrialisation]*, with one source for each and an analysis task.
- 15 Write a brief guide for teaching *[specific theme, e.g. imperialism]*, with three steps and a link to *[reference to current curriculum]* goals on perspective awareness.
- 16 Give me five ideas for making *[specific theme, e.g. the Reformation]* more engaging for Upper Secondary students, with a practical activity for each and a rationale.
- 17 Suggest three ways to assess students' understanding of *[specific theme, e.g. the Cold War]*, with one method for each and a link to *[reference to current curriculum]* knowledge requirements.
- 18 Create a plan for a history lesson on *[specific theme, e.g. the French Revolution]*, with three sections and a closing reflection task on historical change.
- 19 Give me an example of a source-critical exercise on *[specific theme, e.g. colonialism]*, with three steps and an analysis of source credibility linked to *[reference to current curriculum]*.
- 20 Write a list of three brief ways to connect *[specific theme, e.g. the Middle Ages]* to students' everyday lives, with one question for each and a link to *[reference to current curriculum]*.

- 21 Create a detailed plan for a project on *[specific theme, e.g. the World Wars]* for a history class, with three lessons focusing on sources, perspectives, and societal impact.
- 22 Give me five strategies for teaching *[specific theme, e.g. antiquity]*, with a source-based activity for each and a link to historical processes.
- 23 Write a brief guide for using debate in a history lesson on *[specific theme, e.g. imperialism]*, with three steps and an analysis of different perspectives.
- 24 Suggest three ways to integrate *[specific theme, e.g. the Cold War]* with geography, with a cross-curricular activity for each and a goal linked to *[reference to current curriculum]*.
- 25 Create a list of five creative writing tasks for a history class on *[specific theme, e.g. industrialisation]*, with instructions for each and a link to historical analysis.
- 26 Give me an example of a routine for closing a history lesson on *[specific theme, e.g. the Reformation]*, with three steps and a reflection question.
- 27 Suggest three ways to use role play to teach *[specific theme, e.g. the French Revolution]*, with a scenario for each and a reflection on historical actors.
- 28 Write an assessment task for a history class on *[specific theme, e.g. the Middle Ages]*, with three levels and criteria linked to *[reference to current curriculum]* knowledge requirements.
- 29 Give me five ideas for teaching *[specific theme, e.g. colonialism]*, with a practical activity for each and a reflection on source criticism.
- 30 Write a brief template for planning a history lesson on *[specific theme, e.g. the World Wars]*, with three sections and a link to *[reference to current curriculum]* goals on historical awareness.
- 31 Suggest three ways to collaborate with a Religious Studies teacher on a cross-curricular theme about *[specific theme, e.g. the Reformation]*, with one idea for each and a goal.

- 32 Give me an example of a lesson on *[specific theme, e.g. imperialism]*, with three steps and a discussion on long-term consequences.
- 33 Create a list of five analysis tasks for a history class on *[specific theme, e.g. antiquity]*, with one source for each and a source-critical question.
- 34 Suggest three ways to use current events to teach *[specific theme, e.g. the Cold War]*, with one news item for each and a reflection on historical parallels.
- 35 Write a brief guide for teaching *[specific theme, e.g. the French Revolution]*, with three steps and a link to *[reference to current curriculum]* goals on source criticism.
- 36 Give me five ideas for connecting *[specific theme, e.g. industrialisation]* to contemporary social issues, with one question for each and a rationale.
- 37 Suggest three ways to assess students' source-critical ability regarding *[specific theme, e.g. colonialism]*, with one method for each and a link to *[reference to current curriculum]*.
- 38 Create a plan for a history lesson on *[specific theme, e.g. the Middle Ages]*, with three sections and a discussion on historical continuity.
- 39 Give me an example of a source-critical analysis task on *[specific theme, e.g. the Reformation]*, with three steps and an evaluation of source context linked to *[reference to current curriculum]*.
- 40 Write a list of three brief ways to use digital tools to teach *[specific theme, e.g. the World Wars]*, with one resource for each and a link to *[reference to current curriculum]*.
- 41 Create a lesson series on *[specific theme, e.g. the Cold War]* for a history class, with three lessons exploring causes, events, and long-term effects, and a link to *[reference to current curriculum]*.
- 42 Give me five ideas for teaching *[specific theme, e.g. antiquity]*, with a source-based activity for each and a reflection on historical continuity.

- 43 Write a brief guide for introducing *[specific theme, e.g. colonialism]* to a history class, with three steps and an engaging visual source as a warm-up.
- 44 Suggest three ways to use digital tools to teach *[specific theme, e.g. the French Revolution]*, with an analysis task for each and a link to *[reference to current curriculum]* goals on digital competence.
- 45 Create a list of five discussion tasks for a history class on *[specific theme, e.g. industrialisation]*, with one question for each and a link to social change.
- 46 Give me an example of a routine for closing a history lesson on *[specific theme, e.g. the Reformation]*, with three steps and a reflection task.
- 47 Suggest three ways to integrate *[specific theme, e.g. the World Wars]* with Social Studies, with a cross-curricular activity for each and a goal linked to *[reference to current curriculum]*.
- 48 Create an assessment task for a history class on *[specific theme, e.g. the Middle Ages]*, with three levels and criteria linked to *[reference to current curriculum]* knowledge requirements.
- 49 Give me five strategies for making *[specific theme, e.g. imperialism]* engaging for Upper Secondary students, with a practical activity for each and a rationale.
- 50 Write a brief template for planning a history lesson on *[specific theme, e.g. antiquity]*, with three sections and a source-critical analysis task.
- 51 Suggest three ways to collaborate with a geography teacher on a project about *[specific theme, e.g. colonialism]*, with one idea for each and a link to *[reference to current curriculum]*.
- 52 Give me an example of a lesson on *[specific theme, e.g. the Cold War]*, with three steps and a discussion on historical perspectives.
- 53 Create a list of five source-critical exercises for a history class on *[specific theme, e.g. the French Revolution]*, with one source for each and a credibility analysis.

- 54 Suggest three ways to use role play to teach *[specific theme, e.g. the Reformation]*, with a scenario for each and a reflection on historical actors.
- 55 Write a brief guide for teaching *[specific theme, e.g. industrialisation]*, with three steps and a link to *[reference to current curriculum]* goals on historical awareness.
- 56 Give me five ideas for connecting *[specific theme, e.g. the World Wars]* to contemporary social issues, with one question for each and a rationale.
- 57 Suggest three ways to assess students' understanding of historical processes regarding *[specific theme, e.g. imperialism]*, with one method for each and a link to *[reference to current curriculum]*.
- 58 Create a plan for a history lesson on *[specific theme, e.g. the Middle Ages]*, with three sections and a discussion on long-term impact.
- 59 Give me an example of an analysis task on *[specific theme, e.g. colonialism]*, with three steps and an evaluation of source context linked to *[reference to current curriculum]*.
- 60 Write a list of three brief ways to use digital resources to teach *[specific theme, e.g. antiquity]*, with one resource for each and a link to *[reference to current curriculum]*.
- 61 Create a lesson plan for a history class on *[specific theme, e.g. the Reformation]*, with three sections focusing on sources, change, and societal impact, and a link to *[reference to current curriculum]*.
- 62 Give me five strategies for teaching *[specific theme, e.g. the French Revolution]*, with a source-based activity for each and a link to historical change.
- 63 Write a brief guide for using debate in a history lesson on *[specific theme, e.g. the Cold War]*, with three steps and an analysis of different perspectives.
- 64 Suggest three ways to integrate *[specific theme, e.g. industrialisation]* with *[Social Studies]*, with a cross-curricular activity for each and a goal linked to *[reference to current curriculum]*.

65 Create a list of five creative discussion questions for a history class on *[specific theme, e.g. imperialism]*, focusing on causes and consequences and a connection to the present.

66 Give me an example of a routine for starting a history lesson on *[specific theme, e.g. the World Wars]*, with three steps and an engaging opening question.

67 Suggest three ways to use film to teach *[specific theme, e.g. colonialism]*, with one film for each and an analysis task.

68 Write an assessment rubric for a history class on *[specific theme, e.g. antiquity]*, with three knowledge requirements from *[reference to current curriculum]* and criteria for different levels.

69 Give me five ideas for teaching *[specific theme, e.g. the Reformation]*, with a practical activity for each and a reflection on source criticism.

70 Write a brief template for planning a lesson on *[specific theme, e.g. the Cold War]*, with three sections and a link to *[reference to current curriculum]* goals on perspective awareness.

71 Suggest three ways to collaborate with a Religious Studies teacher on a cross-curricular theme about *[specific theme, e.g. the Middle Ages]*, with one idea for each and a goal.

72 Give me an example of a lesson on *[specific theme, e.g. industrialisation]*, with three steps and a discussion on social change.

73 Create a list of five analysis tasks for a history class on *[specific theme, e.g. the French Revolution]*, with one source for each and a source-critical question.

74 Suggest three ways to use current events to teach *[specific theme, e.g. imperialism]*, with one news item for each and a reflection on historical parallels.

75 Write a brief guide for teaching *[specific theme, e.g. the World Wars]*, with three steps and a link to *[reference to current curriculum]* goals on source criticism.

76 Give me five ideas for making *[specific theme, e.g. colonialism]* relevant for Upper Secondary students, with a contemporary connection for each and a rationale.

77 Suggest three ways to assess students' historical analysis skills regarding *[specific theme, e.g. the Cold War]*, with one method for each and a link to *[reference to current curriculum]*.

78 Create a plan for a lesson on *[specific theme, e.g. the Reformation]*, with three sections and a closing reflection on historical significance.

79 Give me an example of a source-critical exercise on *[specific theme, e.g. industrialisation]*, with three steps and an analysis of source credibility linked to *[reference to current curriculum]*.

80 Write a list of three brief ways to use digital tools to teach *[specific theme, e.g. the Middle Ages]*, with one resource for each and a link to *[reference to current curriculum]*.

CONTINUE ON THE WEB

# 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.

## More prompt sets

Find prompts for principals, subject teachers, school leaders, support staff and more at [choosewise.education/prompts](https://choosewise.education/prompts)

## The WISE Framework for Education

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

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