

THE AI ISSUE



FRIEND OR FOE?

Educators are divided over whether to allow ChatGPT in classrooms.

LEXILE: 1070L (900L alternate reading level)

SOCIAL STUDIES (NCSS) STANDARD: Science, Technology, and Society

COMMON CORE (CCSS) STANDARDS: RI.6-8.3, RI.6-8.7, RI.6-8.8, SL.6-8.1

ENGAGE THE READER

Ask students: What have you heard about ChatGPT? How does it work? (ChatGPT is a chatbot: a computer program that uses artificial intelligence, or AI, to imitate thinking and writing.) Do you think students should use ChatGPT in school? Why or why not? As they read the article, have students ask themselves if it changes their views on using ChatGPT in school, and why.

QUESTIONS FOR CLOSE READING AND DISCUSSION

- What might be the benefits of using ChatGPT in school? What are the possible dangers?
- Randi Weingarten, of the AFT, says the panic over ChatGPT is unnecessary. Do you agree with her? Explain.
- Teacher Sarah Millard says AI cannot provide a human connection. Do you agree that this connection is important in the classroom? Considering all the evidence in the article, how would you describe Millard's view of ChatGPT?

EXTEND LEARNING

Have students look at the AI-generated image at the top of the page. Ask: How would you judge this piece of AI-generated art, and why? Do you think a human artist would have made the same choices? Do you think a human artist could have produced a better illustration? Explain. What might this artwork tell us about the current capabilities of AI programs like ChatGPT? What might the artwork tell us about the possibilities of AI programs?

Put students in small groups. Have them review the class discussion and draw up guidelines for how ChatGPT should be used in schools and in their lives outside school. When they're done, have the groups share their guidelines with the class. Ask: What similarities or differences do you hear among these guidelines, and how might we explain them?

COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.
To create a digital quiz, you can use our template [here](#).

- 1. D (RI.3) 2. B (RI.1) 3. A (RI.2) 4. B (RI.6) 5. D (RI.4)**
6. C (RI.7) 7. Answers will vary. (W.1)



STRIKES IN HOLLYWOOD

Writers and actors continue to strike in Hollywood over pay and the use of AI in the entertainment industry.

LEXILE: 810L

SOCIAL STUDIES (NCSS) STANDARD: Production, Distribution, Consumption
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.4, RI.6-8.5, RI.6-8.6

BEFORE READING

Have students look at the photograph at the top of the page and read the caption. Ask: What is a strike, and what is its purpose? Who is striking in Hollywood, and why? Do you think Hollywood workers are justified in their strike? Why or why not? How might the strike affect you? As they read the article, have students keep track of details that confirm or challenge their initial ideas.

DISCUSSION QUESTIONS

- Actor Fran Drescher, who leads the actors' union, says "This is a moment in history, a moment of truth." What does she mean? Do you agree that this moment could drastically change the entertainment industry? Explain.
- The studios say their profits are down because of streaming. Do you think they have good reason not to agree with the actors' and writers' demands? Explain.



TRAINING AI

AI prompt engineers earn high salaries and don't need a coding background. But will this hot job still be hot tomorrow?

LEXILE: 1000L (820L alternate reading level)

SOCIAL STUDIES (NCSS) STANDARD: Science, Technology, and Society
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.4, RI.6-8.5, RI.6-8.6

BEFORE READING

Tell students that they'll read about a prompt engineer, someone who helps train AI programs. Ask: Why might an AI program need training? Can't AI programs teach themselves?

DISCUSSION QUESTIONS

- Why are prompt engineers in high demand? Do you agree that this demand will not last? Explain.
- What does this article teach us about the job market? Why do some jobs pay more than others?
- Would you take a course in prompt engineering? Why or why not?

CLOSING ACTIVITY

Put students in small groups to discuss these questions: How should young people choose a career? What challenges might young people face in finding their career path? Have the groups record their responses and note instances where they disagreed. Then have the groups share their responses with the class, and invite students to respond to their classmates' ideas. Have them reflect on the points where they agree or disagree.

Name _____ Date _____

Use this week's cover story—"Friend or Foe?"—to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, use the back of this page.

<p>1. What happens when ChatGPT is asked a question?</p> <p>A. The chatbot reponds with a math rap. B. The chatbot creates a lesson plan. C. The chatbot produces an answer in several languages. D. The chatbot produces an answer that reads like an essay.</p>	<p>4. In the section "A New Tool," how does Rachael Rankin's quote differ from Sarah Millard's?</p> <p>A. Rankin believes ChatGPT is beneficial, while Millard believes ChatGPT is harmful. B. Rankin illustrates teachers' fears about ChatGPT, while Millard illustrates its possibilities. C. Rankin wants ChatGPT to be banned from schools, while Millard wants it to be used by everyone. D. Rankin expects ChatGPT will have little impact, while Millard thinks it will transform education.</p>
<p>2. According to the article, why have some schools banned ChatGPT?</p> <p>A. Schools want to beat the computer at teaching. B. Schools need time to make rules about how to use AI. C. Kids have been caught cheating with ChatGPT. D. Principals worry that ChatGPT will change the way teachers teach.</p>	<p>5. What does <i>revolution</i> mean, in paragraph 8?</p> <p>A. a full rotation B. a substitution C. a connection D. a huge change</p>
<p>3. Which could be another heading for the section "A New Tool"?</p> <p>A. "The AI Debate" B. "Banning AI for the Better" C. "Chatbot Biases" D. "All Excitement for AI"</p>	<p>6. The AI-generated illustration supports which detail from the text?</p> <p>A. AI can unfairly benefit some students over others. B. Things generated by AI often contain factual errors. C. Things generated by AI are rarely perfect. D. Teachers are panicked about AI in schools.</p>

7. Do you see AI as a friend or a foe? Explain your opinion with at least two supporting details.
