

Revising with AI – Strengthening Your Narrative

Grade Level: **9-12** | Duration: **60 minutes** | Subject Area: **English**

(Note: this lesson's duration was calculated excluding time estimates for the assessment)

LESSON TABLE OF CONTENTS

[Lesson Details](#)

[Launch](#)

[Exploration](#)

[Whole Class Discussion](#)

[Assessment](#)

This lesson was designed for the WeTeach_AI **Advancing AI Literacy Project**. The project supports the development of standards-aligned AI literacy lessons written by teachers for teachers. Additional lesson plan material, such as rubrics, answer keys, activity guides, and instructional considerations can be [found here](#) on our website.

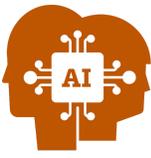
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“I am a Computer Science teacher at Springtown High School with over 15 years of experience teaching both middle and high school across general and special education settings. I am passionate about equipping students to become lifelong learners and preparing them for success in a rapidly changing world. This AI literacy lesson was designed to inspire both students and educators to embrace emerging technologies with confidence and purpose.”

Lesson Description

In this lesson, students use AI writing tools to revise and improve their personal narratives by seeking targeted feedback on clarity, organization, and emotional impact. They compare their original drafts to AI-assisted revisions, identifying what changed and why. Through reflection and discussion, students consider the benefits and limitations of AI in creative writing, including how bias or lack of nuance can affect tone and representation. This lesson reinforces responsible AI use and helps students develop strategies for maintaining their voice while leveraging technology.



Lesson Objectives

(formatted as “Students will be able to...” statements)

- Revise personal narratives using AI feedback while preserving voice and intent.
- Compare original and AI-revised drafts to identify improvements and limitations.
- Reflect on the ethical and practical implications of using AI in writing.
- Evaluate AI feedback for signs of bias or assumptions and decide whether to accept or reject suggestions.

Essential Questions

1. *How does AI feedback influence the way we revise our stories?*
2. *What responsibilities do writers have when using AI tools to ensure their stories remain authentic and unbiased?*
3. *How can writers use AI responsibly without losing their voice?*

TEKS Alignment (Texas Standards Alignment)

§110.36(1)(A): Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

§110.36(1)(B): Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.

§110.36(1)(C): Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

§110.36(1)(D): Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

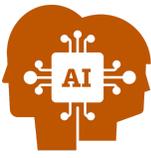
CSTA/ISTE Alignment (National Standards Alignment)

CSTA

3A-AP-16: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.

ISTE

Knowledge Constructor (1.3.d): Build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.



3A-IC-25: Test and refine computational artifacts to reduce bias and equity deficits.

3B-IC-25: Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.

Innovative Designer (1.4.d): Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Effective Pedagogical Strategies

The instructor deliberately cultivates a classroom community that recognizes, respects, and includes the voices, ideas, needs, and perspectives of all students.

Curriculum reflects and highlights the perspectives, languages, and community values of students and/or contemporary youth culture (e.g., popular video games or common student interests/activities).

The instructor utilizes a mixture of instructional strategies (e.g., discussions, modeling, student activities, worksheets, projects).

AI Literacy Competences

(based on TeachAI Framework)

Creating with AI: 1. Use AI systems to explore new perspectives and approaches that build upon original ideas.

Creating with AI: 3. Collaborate with generative AI systems to elicit feedback, refine results, and reflect on thought processes.

Engaging with AI: 2. Evaluate whether AI outputs should be accepted, revised, or rejected.

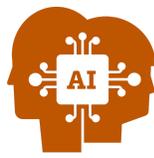
Engaging with AI: 3. Examine how predictive AI systems provide recommendations that can inform and limit perspectives.

Designing AI Competences: 2. Compare the capabilities and limitations of AI systems that follow algorithms created by humans with those that make predictions based on data.

Designing AI Competences: 5. Describe an AI model's purpose, intended users, and its limitations.

Managing AI Competences: 2. Decompose a problem based on the capabilities and limitations of both AI systems and humans.

Managing AI Competences: 3. Direct generative AI systems by providing specific instructions, appropriate context, and evaluation criteria.



Launch

Engaging activity or prompt to introduce the lesson. **Estimated time: 15 minutes**

Objective: Guide students in using an LLM to generate a full narrative from a summary and compare it to their original draft.

Materials:

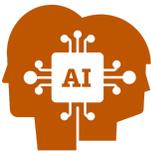
- Access to an LLM tool (e.g., ChatGPT, Microsoft Copilot, or classroom-approved AI platform)
- Digital sticky notes or form tool (for reflection activity)
- Pens/pencils
- Projector or screen for teacher modeling and instructions
- Student notebooks or loose-leaf paper

Narrative Summary and AI Comparison

Teacher Instructions	Sample Teacher Remarks
<p>Model how to write a prompt using the PARTS framework, using the provided conversation exemplar.</p> <p>Have students write 1-2 prompts based on their chosen topic.</p> <ul style="list-style-type: none"> - Students input their prompts into an LLM and review the ideas it generates. - Encourage students to revise their prompts for clarity and specificity, and ask follow up questions in response to the LLM outputs. 	<p><i>“Now that you have a narrative draft, let’s see how an LLM would tell your story. You’ll give it a short summary and see what it creates.</i></p> <p><i>Then we’ll compare: What did it get right? What did it change? What does that tell us about how AI understands stories?</i></p> <p><i>Use the PARTS method to help formulate your prompt: Purpose, Audience, Role, Task, and Style. Let’s take a look at an example prompt and LLM conversation...”</i></p>

Sample Conversation: Student & LLM

Student Prompt
<p><i>“I’m writing a personal narrative for English class. I want to see how an AI would tell my story based on a short summary.</i></p> <p><i>Please act as a creative writing coach and write a full story based on this summary. I’d like the tone to be emotional and reflective.</i></p> <p><i>Summary: I was terrified of public speaking, but I gave a speech at my cousin’s wedding. I practiced for weeks, and even though I was nervous, I got through it and felt proud.”</i></p>



LLM Response

"It was a warm spring afternoon, and the garden buzzed with laughter and love. As I stood behind the microphone, my heart pounded like a drum. Public speaking had always been my greatest fear, but today was different.

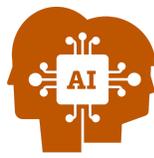
My cousin, the person who had always believed in me, was getting married, and I had a promise to keep. Weeks of practice echoed in my mind as I took a deep breath. I stumbled on the first sentence, but then something shifted. I saw my cousin smiling, and I remembered why I was here. By the end of the speech, I wasn't just proud—I was transformed."

⚠ Note: The sample prompt above does not provide the LLM with instruction regarding the length of the personal narrative. We recommend you advise your students to provide the LLM structure by establishing the personal narrative length to resemble that of your assignment.

Option A: Provide students with the following context statements to enter into your class LLM of choice. These statements should precede any student written prompts. Next, direct students enter their own prompts into the LLM and proceed with the activity.

General Personal Narrative Support	Challenge-Based Narrative	Identity and Self-Discovery Narrative
<p>"You are a creative writing coach helping me brainstorm ideas for a personal narrative.</p> <p>I am a middle/high school student writing for my English teacher.</p> <p>Please respond with thoughtful, age-appropriate suggestions that are emotional, reflective, and relevant to my life experiences."</p>	<p>"You are a supportive writing mentor helping me brainstorm a personal story about overcoming a challenge.</p> <p>I am writing for a classroom assignment and want the story to be meaningful and emotionally honest.</p> <p>Please help me explore ideas that show growth, resilience, or learning."</p>	<p>"You are a writing assistant helping me brainstorm a personal narrative about identity or self-discovery.</p> <p>I am a student writing for my teacher, and I want the story to reflect something important I've learned about myself.</p> <p>Please suggest ideas that are introspective and authentic."</p>

Option B: Direct students to use the app provided in this lesson's resources to complete the activity. This app was designed for this lesson, as the LLM has already been provided all of the assignment details. The AI responses generated from this app will automatically be provided within the context and focus of the training data (i.e. this lesson plan and resources).



At the end of the activity (completing either option A or B), provide students with the opportunity to engage in a reflection. Use a form, quick share-out, or physical or digital sticky notes to gather student responses on the below reflection questions:

Sample Reflection Questions	Sample Student Responses
1. How did the AI version compare to your original draft?	<i>"It made my story more dramatic than I intended."</i>
2. Did the AI capture your emotions or change them?	<i>"It added a character name I didn't use."</i>
3. What did AI leave out that a human might include?	<i>"It skipped over the part where I hesitated—it just jumped to the action."</i>
4. What does this tell you about how AI interprets human experiences?	<i>"It can tell a good story, but it doesn't always understand how emotions build over time."</i>

Exploration

Step-by-step student tasks, experiments, or investigations. **Estimated time: 30 minutes**

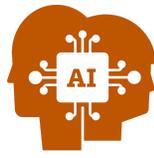
Objective: Assist students with revising their personal narrative essays using targeted feedback from an AI writing tool, while maintaining ownership of their voice and ideas.

Materials:

- Access to an LLM tool (e.g., ChatGPT, Microsoft Copilot, Gemini, or other classroom-approved AI platform)
- Digital sticky notes or form tool (for reflection activity)
- Highlighters or annotation tools (physical or digital)
- Pens/pencils
- Projector or screen for teacher modeling and instructions
- Student notebooks or loose-leaf paper

Your Voice, Your Story: Revising with AI Support

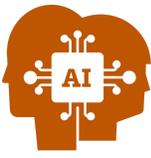
Teacher Instructions	Sample Teacher Remarks
Have students open their original narrative drafts. Guide them to upload their draft into an LLM tool	<i>"Today you'll use AI as a writing partner—not to rewrite your story, but to help you improve it. You're in</i>



<p>(ChatGPT, Gemini, CoPilot, etc.).</p> <ul style="list-style-type: none">- Ask students to request specific feedback via prompts.- Students review the AI's suggestions and decide which ones to apply.- Students revise their drafts, keeping their original voice and intent.- Remind students to 1) reread their reflection for clarity, organization, and grammar and 2) verify their ideas are complete and clearly explained.- Encourage students to annotate or highlight changes they made based on AI feedback.	<p><i>control of your voice and message.</i></p> <p><i>Ask the AI for specific feedback, then decide what to keep and what to change. For example, you might provide prompts like:</i></p> <ul style="list-style-type: none">- <i>'Can you suggest ways to make my introduction more engaging?'</i>- <i>'Can you help me improve the emotional impact of my story?'</i>- <i>'Can you check my grammar and sentence flow?'</i> <p><i>This is your chance to strengthen your story while learning how to use AI responsibly."</i></p>
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At the end of the activity, provide students with the opportunity to engage in a reflection. Use a form, quick share-out, or physical or digital sticky notes to gather student responses on the below reflection questions:

Sample Reflection Questions	Sample Student Responses
1. What part of your story did the AI help you improve?	<i>"The AI helped me describe the setting better. I had just said 'at school,' but it added details like the hallway and the noise, which made it feel more real."</i>
2. Did the AI suggest anything that didn't feel right for your story?	<i>"The AI made me sound more confident than I actually was. I wanted to keep the nervous feeling in the story."</i>
3. How did you decide which suggestions to use?	<i>"I kept the parts that felt true to my experience and changed the ones that didn't match how I felt."</i>
4. What did you learn about your writing style by comparing your draft with the AI version?	<i>"I learned that I tend to skip over small details, but those can make the story stronger. I'm going to work on that."</i>



Whole Class Discussion

Discussion questions, teacher prompts, and expected student responses. **Estimated time: 15 minutes**

Objective: Encourage students to compare their original and revised essays, reflect on the impact of AI feedback, and discuss the pros and cons of using AI in the writing process.

Materials:

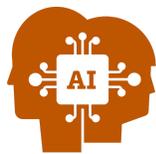
- Digital sticky notes or shared document tool (for collecting insights)
- Projector or screen for displaying discussion questions
- Student notebooks or loose-leaf paper

Ask students to review both versions of their essay. Have them identify:

1. What stayed the same?
2. What changed?
3. What has improved?
4. What felt off or less personal?

Facilitate a class discussion using the reflection questions below. Encourage students to share examples of helpful or unhelpful AI suggestions. Use sticky notes, a shared doc, or verbal share-outs to collect insights.

Sample Discussion Questions	Sample Student Responses
1. What did the AI get right about your story?	<i>"It helped me organize my ideas better. I had everything jumbled, but the AI made it flow more clearly."</i>
2. Did any suggestions feel too generic or off-target?	<i>"Yes, it added a character name I didn't use and made the story more dramatic than I wanted."</i>
3. How did you protect your voice while revising?	<i>"I used the structure it gave me but rewrote the dialogue to sound more like me. Plus, I kept the parts that felt true to my experience and changed the ones that didn't match how I felt."</i>
4. What are the risks or limitations?	<i>"No, it doesn't know how I felt." / "It can guess, but it's not always right."</i>
5. How can we use AI responsibly in future writing tasks?	<i>"I have to fix what it gets wrong." / "I decide what stays and what goes."</i>



Assessment

Formative or summative assessment tasks and criteria.

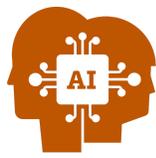
Objectives: Students will demonstrate the ability to craft and revise a personal narrative, compare it to an AI-generated version, and critically evaluate the accuracy, bias, and responsible use of LLMs.

Materials:

- Access to an LLM tool (e.g., ChatGPT, Microsoft Copilot, or classroom-approved AI platform)
- Digital sticky notes or form tool (for reflection activity)
- Pens/pencils, student notebooks or loose-leaf paper
- Projector or screen for teacher instructions

⚠ Note: The time estimates for the various assessment options vary. If time is a constraint, it is recommended that the assessment be completed outside of the class period.

Assessment Opportunities	Facilitation Tips
<p>Part 1: Personal Narrative Submission Students submit a full personal narrative draft (developed across Days 1–3). Narrative should include:</p> <ul style="list-style-type: none">- Clear structure (introduction, conflict, turning point, resolution, reflection)- Emotional resonance and personal voice- Evidence of revision and refinement <p>Part 2: AI Comparison Reflection Students compare their original narrative to the LLM-generated version. Reflection can be submitted as:</p> <ul style="list-style-type: none">- A written response using sentence starters (recommended)- A short exit ticket (for time-limited classes)- A digital sticky note or form response (for blended classrooms) <p><input checked="" type="checkbox"/> A sample rubric is provided in this lesson’s resources to assess student personal narratives. Additionally, a rubric is provided to assess student reflections based on clarity, depth, and awareness of AI bias.</p>	<p>Support students as they move from idea generation to deeper narrative development.</p> <p>Encourage them to reflect not only on what they wrote, but how they wrote it—and how the AI version compares. Use this time to mentor students in strengthening their voice, clarifying structure, and deepening emotional impact.</p> <p>Use reflection prompts to challenge students’ initial assumptions and deepen their understanding of storytelling and AI interpretation.</p> <p>Provide sentence starters or scaffolds for students who need support expressing their thoughts.</p> <p><u>Sentence Starters / Scaffolds</u></p> <ul style="list-style-type: none">- “One thing I noticed about the LLM’s version was...”- “At first, I thought AI was ____, but now I think...”- “The LLM helped me by... but it also...”- “This activity made me realize that AI...”



AI Comparison Reflection Prompts

1. “Previously, you answered questions about AI. Has your thinking changed? If so, how?”
2. “Compare your original story to the LLM version. What does this tell you about how AI understands human experiences?”
3. “What surprised you most about using an LLM to tell your story?”
4. “If you were to teach someone else about LLMs and storytelling, what would you want them to know?”