

The Test for Being Human

Thematic Links Between AI and Frankenstein

Brandy Hackett, Teresa Lansford
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Grade Level	10th – 12th Grade	**Time Frame**	175 minutes
Subject	English/Language Arts	**Duration**	4 Periods
Course	A.P. Language and Composition, A.P. Literature and Composition, British Literature, World Literatur		

Essential Question

What does it mean to be human? Is having humanity the same as being human?

Summary

Students will engage in a discussion about what it means to be human before trying to determine, much like the Turing Test, which images were created by artificial intelligence and which were created by humans. Students will read a passage from Frankenstein, analyzing the piece for how the author portrayed the creature's humanity. Students will extend their understanding of artificial intelligence and humanity through analysis of a variety of video options. Finally, students will participate in a Philosophical Chairs discussion around the essential questions of the lesson, using the variety of multimodal texts to support and defend their arguments.

Snapshot

Engage

Students respond to the prompt "What does it mean to be human?" after watching two videos that provide reactions to the question.

Explore

Students read an article on the Turing test and conduct their own class version of the Turing test by evaluating documents created by both humans and AI (artificial intelligence).

Explain

Students read an excerpt from *Frankenstein* and Why-Light where the creature shows humanity.

Extend

Students watch two videos on artificial intelligence and connect these videos to the idea of what it means to be human. They use the videos to prepare for a Philosophical Chairs discussion.

Evaluate

Students participate in a Philosophical Chairs discussion over the question: Is having humanity the same as being human?

Standards

ACT College and Career Readiness Standards - Reading (6-12)

SYN301: Make straightforward comparisons between two passages

Oklahoma Academic Standards: English Language Arts (Grade 12)

12.3.R.7: Evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

Attachments

- AI-vs-Humans-Student-Tracker-1 - Spanish.docx
- AI-vs-Humans-Student-Tracker-1.docx
- Frankenstein-Excerpt - Spanish.docx
- Frankenstein-Excerpt.docx
- Lesson-Slides-The-Test-for-Being-Human.pptx
- Philosophical-Chairs-Planning-Sheet - Spanish.docx
- Philosophical-Chairs-Planning-Sheet.docx
- Student-Copy-AI-vs-Human-The-Turing-Test-1.pptx
- Teacher-Key-AI-vs-Human-The-Turing-Test.pptx

Materials

- Student computers with internet access
- Teacher computer with internet access
- Big paper and markers (or an online discussion board)
- Lesson Slides (attached)
- "Can AI Really Pass the Turing Test?" (shared digitally)
- Student Copy AI vs. Human: The Turing Test slides (attached)
- Google Forms Polls (click links below to make a copy) or AI vs. Humans Student Tracker (attached; 1 copy per student)
    - Station 1 Google Form
    - Station 2 Google Form
    - Station 3 Google Form
    - Station 4 Google Form
    - Station 5 Google Form
- Frankenstein Excerpt (attached or shared digitally; 1 copy per student)
- Philosophical Chairs Planning Sheet (attached; 1 copy per student)
- Teacher Key AI vs Human: The Turing Test (attached or linked)

Engage

In the **Lesson Slides**, introduce students to the essential questions on **slide 3** and the objectives on **slide 4**.

Go to **slide 5**. Play What does it mean to be human?, Bill Gates discussing what it means to be human.

Embedded video
https://youtube.com/watch?v=Uw6CUQdb5H8

Then go to **slide 6** and play What Does It Mean to Be Human?, John Green discussing what it means to be human.

Embedded video
https://youtube.com/watch?v=2FPpwxHtXLU

Go to **slide 7**. Have students add their responses by giving their opinion to either one of the videos or to answer the question, "What does it mean to be human?" Provide students time to think and write.

Optional: Technology Integration

You can also facilitate this activity through an online discussion board or by creating a digital discussion board in Canva or Google Slides.

Elicit responses from the class.

Share and read **slide 8** to students: We usually think about being human in the context of what it isn't. We have a hard time defining humanity, but we find it much easier to define what it is NOT.

Explore

Share and read **slides 9** and **10** to students: Artificial intelligence, or AI, begins to blur the line of what it means to be human. If we are only defining humanity by what it is not, then AI makes that distinction much harder. Computer scientist and mathematician Alan Turing created a test to determine a machine's ability to show intelligent behavior equivalent to humans. He predicted that by the year 2000, machines would be able to convince 30% of the judges that they were human within 5 minutes of conversation. One such AI, Eugene Goostman, did so in 2014.

Hand out or have students digitally access the article, "Can AI Really Pass the Turing Test?" You may choose to have students read the article independently or read it as a class. After reading, ask the students what they learned from the article. Ensure that they understand that the article was written entirely by artificial intelligence. Were they tricked?

Teacher's Note

The stations for the following activity should be set up before the students arrive. If your classroom is 1:1, consider posting the slides and the Google Form links for students to access as they "digitally" rotate from station to station with their group. You can make digital copies of the Google Forms in the materials list and link them in the **Student Copy AI vs. Human: The Turing Test** slides.

If you choose to print off the materials, place the required documents at each station and provide each student with an **AI vs. Humans Student Tracker** to record their answers.

Next, go to **slide 11**. Explain to students that they will be completing a station rotation activity. At each station, students follow the provided directions to view the slides or printed documents and decide which ones are AI-developed. They discuss together, but vote individually. Divide students into five groups for the five stations. Give students time at each station before signaling to them to rotate. Consider setting a timer of 5-10 minutes for each station.

Once all groups have rotated through the stations, review the results of the polls as a whole group. Show students which items were created by AI by using the attached **Teacher Key AI vs Human: The Turing Test**. Return to the lesson slides to show **slide 12** and discuss the results as a class: Were you able to correctly guess? What surprised you? What questions does this cause you to have?

Explain

Go to **slide 13**, and share the information with students: Humans have been attempting human-like creations for a very long time. One story of such a creation has become part of pop culture. That story is Frankenstein. Show Video SparkNotes: Mary Shelley's Frankenstein summary to students, an overview and summary of the text *Frankenstein* by Mary Shelley.

Embedded video

https://youtube.com/watch?v=XRppXdKDY_c

The story of Frankenstein and the story of AI is one of technology created by humans to be human-like. This brings up several questions. What can technology never replace? What do we give up when we adopt technology and what do we get? Tell students that they will be reading a selected passage from *Frankenstein* to see how the creation shows humanity.

Share the *Frankenstein* excerpt with students by either passing out printed copies of **Frankenstein Excerpt** or by sharing the digital version with students "Excerpt from Frankenstein: The Creature's Request". Explain to students that as they read, they should use the Why-Lighting strategy to find instances where they see the creature's humanity and then explain why they chose that passage.

After why-lighting the text, have students pair up to discuss their annotations. Go to **slide 15** and share the questions with students. You may choose to have pairs discuss these questions together before opening up the discussion of these questions with the larger group.

Extend

After discussing the *Frankenstein* passage and the creature's humanity, go to **slide 16** and share: The story of Frankenstein and the story of AI is one of technology created by humans to be human-like. This brings up the questions: What can technology never replace? What to do we give up when we adopt technology and what do we get?

Share the **Philosophical Chairs Planning Sheet** with students by passing out a copy to each student or by sharing a digital copy. Explain to students that they will use the planning sheet to take notes on the videos. As they watch each video, they should look for evidence to answer the questions from the slide: What can technology never replace? What to do we give up when we adopt technology and what do we get? **Is having humanity the same as being human?** The question in bold is the main question they should focus on during the discussion.

Show The danger of AI is weirder than you think on **slide 18**. Give time for students to write notes and thoughts on their Philosophical Chairs Planning Sheet.

Embedded video

https://youtube.com/watch?v=OhCzX0iLnOc

Show The Real Reason to be Afraid of Artificial Intelligence on **slide 19**. Give time for students to write notes and thoughts on their Philosophical Chairs Planning Sheet.

Embedded video

https://youtube.com/watch?v=TRzBk_KuIaM

Evaluate

Go to **slide 20**. For the Philosophical Chairs activity, follow the following procedure for the activity:

1. Read the question posed on the slide: **Is having humanity the same as being human?**
2. Ask students to stand on the left or right side of the classroom depending on whether they agree or disagree with the statement depending on what they have read and listened to.
3. Invite students to take turns sharing their reasons for their choice to agree or disagree with the class, using agreement or disagreement statements and using evidence from the texts (for example, "I agree with... because...").
4. Tell students that if their opinions change based on someone's statement to switch sides of the room if they can explain their reasoning.
5. Take turns sharing until everyone has had a turn.

Teacher's Note

Philosophical Chairs is similar to a Socratic Seminar, in that a question is posed to the class, but it is different in that the question that is posed is an agree/disagree statement that the students must decide upon. Like with a Socratic Seminar, every student should be given a chance to participate in the discussion, and the focus of the discussion should be based on the evidence gleaned from the text(s).

If you find that the Philosophical Chairs discussion could be expanded, feel free to add to the discussion by using the additional questions from slide 16.

Extra Extension Activity Suggestion

See **slide 21** for an extra extension activity for students: a technology detox. For this assignment, students are asked to go without their phones, televisions, or other electronics for a 24 hour period. At the end of the 24 hours, students are to write a response about their experience, using the strategy How Am I Feeling? What Am I Thinking? This writing could be collected as an assignment after the 24 hour detox period.

Resources

- ArtAI (n.d.) Art AI gallery [website]. https://www.artaigallery.com/
- Gates, B. (2015, June 9) What does it mean to be human? [video]. YouTube. https://www.youtube.com/watch?v=Uw6CUQdb5H8
- Impulse Communications (n.d.) Slogan Generator. Boredhumans.com. https://boredhumans.com/slogans.php
- Impulse Communications (n.d.) Song Lyrics Generator. Boredhumans.com. https://boredhumans.com/lyrics_generator.php
- Jorgenson, P. (2015, July 24). Inspirobot [website]. https://inspirobot.me/
- Karras et al and Nvidia. (December 2019) This Person Does Not Exist [website]. https://thispersondoesnotexist.com/
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Google Slides. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2335
- K20 Center (n.d.) How Am I Feeling? What Am I Thinking? Strategies. https://learn.k20center.ou.edu/strategy/187
- K20 Center (n.d.) Philosophical Chairs. Strategies. https://learn.k20center.ou.edu/strategy/71
- K20 Center (n.d.) Why-Lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- Shelley, M. (1818). Frankenstein. CommonLit. https://www.commonlit.org/en/texts/excerpt-from-frankenstein-the-creature-s-request
- TED (2019, November 13). The danger of AI is weirder than you think [video]. YouTube. https://www.youtube.com/watch?v=OhCzX0iLnOc
- TEDxTalks (2017, December 15). The real reason to be afraid of artificial intelligence [video]. YouTube. https://www.youtube.com/watch?v=TRzBk_KuIaM
- Vlogbrothers. (2015, June 9). What does it mean to be human? [video]. YouTube. https://www.youtube.com/watch?v=2FPpwxHtXLU
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