

Before Cities

EVIDENCE • INTERPRETATION • COOPERATION

What can evidence tell us?

A practical, teacher-led journey from an archaeological question to a private Living Timeline. Use the artwork to spark curiosity, then make the evidence boundary visible.

AT A GLANCE

Suggested teaching age: 13-17 through verified institutions; adapt reading support to your class.

Length: 50-60 minutes, or two shorter sessions.

Access: ages 13-17 use the verified institution learner route; adults aged 18+ use the adult route. Under-13s are not eligible.

Modes: begin with Historical inquiry, or Historical record for a more factual first pass. Reserve Counterfactual for a follow-up.

Learning goals

- Distinguish an archaeological claim from an artistic interpretation.
- Use a teacher-pinned source to support a claim about early communities.
- Explain a possible relationship between cooperation, ritual and settlement.
- Compare how different choices can produce different timeline branches.
- Name an uncertainty and identify evidence that could help resolve it.



Supports curriculum-based history teaching. Teachers select the topics, sources and learning objectives to match their curriculum. Assignments are not yet formally mapped to individual exam-board specifications.

No LMS is required. Complete institution onboarding before learner sign-in; page 2 assumes access is approved.

Prepare the classroom

TEACHER CHECKLIST | AIM FOR 10-15 MINUTES AFTER ONBOARDING

Use the right access route

- **Ages 13-17:** teachers issue individual NHL- codes. Learners sign in at nexus-historia.co.uk/education/learn. Do not give them an adult institution joining code or ask them to create personal accounts.
- **Ages 18+:** eligible adults use the adult institution route in the Education Hub. Turning 18 does not automatically convert a restricted learner record or transfer its work.

Before the lesson

1. Confirm the institution and package are approved, active and within their dates, with an authorised adult teacher assigned. New institutions start at </education/apply>.
2. In Education > Classroom workspace, choose or create a private Living Timeline. Set Historical inquiry or Historical record and establish a sourced factual starting point.
3. Create **Before Cities: what can evidence tell us?** Use the journey settings on page 3. For this first lesson choose **Custom: 1 step**. Release the opening node; keep unused teacher branches locked.
4. Pin one or two checked sources to the opening point. Include title, URL, author or institution, date and a useful evidence summary in the source note. AI comparisons use these notes; a URL alone does not mean the AI has read the webpage. See page 8.
5. Review the assignment, sources and themes for the class, then explicitly approve its release for ages 13-17. Edits can require renewed approval before learners continue.
6. Before learner AI use, confirm the institution AI arrangements and record each learner's required permission in teacher controls. Check the allowance and the cost shown before generation.
7. Test one learner sign-in and the released assignment. Prepare the Human Story chapter and map on the teacher's device; keep account details and learner codes off the projected screen.

ASSIGNMENT PROMPT

Which parts of this scene are supported by evidence, and which parts are an interpretation?

Allow extra preparation time for your first lesson. If AI permission or allowance is not ready, use released teacher-authored branches and discussion; enable AI only after the required checks.

Shape a purposeful journey

TEACHER CONTROLS | SHORT ACTIVITY OR LONGER PROJECT

Set the beginning and the goal

In Education > Classroom workspace, select a private timeline and complete **Beginning, journey & conclusion**. The selected timeline supplies the opening scene. Existing assignments can use **Edit assignment journey**; then renew the ages 13-17 release review.

COPY THESE SETTINGS

Learning goal: Support a claim with a source and distinguish evidence from interpretation.

Situation: How might an early community organise a shared building task?

Scope: Stay within the chosen early-community context. Do not treat evidence from a later society as proof about this one.

Final task: Explain your choice and a possible consequence. Cite one pinned source, label an imagined detail and name one uncertainty.

Choose how far learners go

- **This pilot:** Custom, 1 step after the opening; turn off exploration beyond the target. The lesson includes source work and discussion as well as the short AI journey.

- **Other lessons:** Short 3, standard 6, longer project 12, custom 1-30, or open-ended. A step is one moment after the opening on the chosen route. Alternative branches do not consume that route's target.

- **Longer stories:** choose more steps, a broader historical scope or several sessions. Open-ended removes the lesson target, not the institution allowance or timeline capacity. Auto-extension adds three steps and stays within teacher scope.

Choose a dilemma, investigation, discovery, everyday-life question or historical change. Define a question learners can answer with evidence at the end. Game scores support engagement; they do not prove learning.

Observe, then question

LESSON SEQUENCE | MINUTES 0-25

01 Enter the scene | 5 minutes

The teacher displays The Human Story > Before Cities. For ages 13-17, this is a teacher-led demonstration: the restricted learner space does not open the adult Human Story or Historical Map pages. Eligible adult learners may explore through their own permitted route.

Ask: note one detail you can observe and one question you have. Use the worksheet on page 7 or the institution's classroom system. Do not describe the artwork as a verified reconstruction.

02 Read the evidence boundary | 10 minutes

Open the chapter's Evidence note together. Ask learners to record the archaeological context, what the artwork communicates and one thing the image cannot prove. Keep observation, interpretation and uncertainty separate.

DISCUSSION PROMPT

A convincing image can help us imagine a setting. What additional evidence would we need before accepting the story it appears to tell?

03 Place the evidence on the map | 10 minutes

On the teacher's screen, use Explore early communities to open the Historical Map trail. If that shortcut is unavailable, open the map directly and select a pre-checked relevant event. Read at least one source together and check its location, period and scope.

Under-18 learners respond in their restricted assignment or on paper. Use teacher-pinned external sources only after checking their suitability. Do not borrow or share the teacher's signed-in account.

SENTENCE FRAME

The evidence suggests _____ because _____.
It does not establish _____ because _____.

Source reminder: a source about a later society is not direct evidence for an earlier site. Make any comparison explicit rather than merging periods.

Make a choice. Experience the result.

LESSON SEQUENCE | MINUTES 25-50

04 Branch the timeline | 15 minutes

Learners open the assignment using their NHL- code. Generate a set of choices, then make one private choice to reach the pilot's one-step target. Check the resulting claim against the pinned source. A pre-released teacher branch can be used if AI is unavailable.

With AI permission, learners can generate choices and branches, explore consequences or ask historical questions. Use Historical Perspectives to question a simulated period role and check its answer against evidence. At the target, branching pauses; questions and review remain available. Illustrations and narration are optional.

EXAMPLE INQUIRY PROMPT

Imagine two ways a small early community might organise a shared building task. Label each as a hypothetical interpretation. Explain what evidence would help us judge either possibility. Do not invent a source or present either route as established fact.

Saved learner work is separate from the teacher's master timeline and other learners' work. Generated text is not pre-approved by the teacher: check its claims against the pinned evidence before using them in discussion.

05 Experience the story | 5 minutes

Select the route's final moment and choose **Experience your story**. Follow it from the opening to the outcome. This is an interactive story, not an exported video. Close the story to return to the endpoint and reflection. Viewing uses no credits; optional new images and narration use the institution allowance.

06 Compare and discuss | 5 minutes

For restricted learners, select de-identified examples for discussion and remove identifying details. This route has private teacher review, not a shared class comparison screen. Eligible adult classrooms retain their existing comparison tools.

Optional AI history comparison uses teacher source notes to distinguish evidence, interpretation and uncertainty. Check its claims together; without useful notes, treat the comparison as provisional.

Final 10 minutes: complete the online reflection and exit ticket. For a 50-minute session, collect these as follow-up work; allow 60 minutes for submission in class.

Submit, review and improve

MINUTES 50-60 | PRIVATE LEARNER AND TEACHER WORKFLOW

Learner: tell the story of your reasoning

Use the final reflection task, rather than the game score, to explain what you learned. Write enough to explain your decision; the form accepts up to 4,000 characters. Use **Save reflection draft** if you need more time.

A PURPOSEFUL FINAL RESPONSE

My choice was _____ because the source _____ supports _____.

One possible consequence is _____. This detail is imagined: _____.

The evidence does not establish _____. Next I would investigate _____.

At the target length, choose **Submit story & reflection**. The selected route, its assignment context and your reflection are saved together. Use **Watch submitted story** to reopen that fixed copy. Later working-timeline changes do not alter it; missing media cannot be generated into an existing submission.

Teacher: review privately

Open the learner's **AI permission & private work**. Review the submitted route as a story or text, read the reflection and inspect the saved resource score. Assess evidence use, causal reasoning and uncertainty separately from game progress.

Add private feedback and an optional 0-4 teacher assessment. Choose **Mark reviewed** or **Request revision**. For current work, use the newest submission. The learner can then submit a revised story and reflection; both versions remain available.

Costs and access

Viewing, reflection drafts, submissions and teacher review do not use credits. In the restricted AI route: choice generation, a generated branch, a suggestion, a history comparison or each historical question cost 1 institution credit; a three-step extension or narration costs 2; an illustration costs 3. Check the displayed cost and allowance. Manual branches are free; generation failures release the reserved allowance.

Participation badges record activities, not grades or historical accuracy. Teacher-selected sources still need checking; completing a story or reaching a score does not certify understanding.

Learner reflection sheet

PRINT OR COPY INTO YOUR CLASSROOM SYSTEM

Use a teacher-chosen alias only if your institution needs one. Do not add personal contact details. Keep this sheet within the institution's normal classroom records.

Observe

One detail I noticed, and one question it raises:

Use evidence

The source I checked and the specific claim it supports:

Reflect on a branch

My choice, a possible consequence and what remains hypothetical:

Exit ticket

1. One claim supported by a pinned source.

2. One interpretation that needs a clear label.

3. One question I would investigate next.

Evidence, care and next steps

TEACHER REFERENCE | KEEP WITH THE LESSON PLAN

Safeguards and access

Keep the factual or inquiry starting point visible. Label imagined events and generated prose, images or narration as interpretation; a source link alone does not verify a generated claim. Video generation is not part of this restricted learner activity.

Do not enter identifying or sensitive learner information into prompts or reflections. Learners should flag uncomfortable content and tell their teacher directly. A content flag pauses further AI in that activity until teacher review; it is not an emergency alert.

For restricted learners, the institution allowance and classroom access end with the package. Learner records, work, saved submissions and revisions are scheduled for deletion 90 days after expiry or recorded removal, on the daily cleanup; earlier deletion can be requested. There is no continuing personal-account access or automatic conversion.

Sources to prepare

[UNESCO World Heritage Centre: Göbekli Tepe](https://whc.unesco.org/en/list/1572/) - Institutional overview for the archaeological context. Separate physical evidence from interpretations of its use.

<https://whc.unesco.org/en/list/1572/>

[German Archaeological Institute: Tepe Telegrams](https://www.dainst.blog/the-tepe-telegrams/) - Research-project accounts of the site and its finds. Select a relevant article and adapt the reading level; distinguish observations from interpretations.

<https://www.dainst.blog/the-tepe-telegrams/>

Source links checked 5 October 2026. Check availability, reading level and suitability before every lesson. Pin sources actually used, not simply a general homepage.

Evaluate the pilot

Record actual preparation time (10-15 minutes is a target after onboarding, not a guarantee); how many learners checked a source, reached the endpoint and submitted a reflection; and whether discussion used evidence, interpretation and uncertainty. Verify learners could not edit the teacher's master or view another learner's private work. Note one improvement.

Send the class age range, lesson length, learner count, mode, points of hesitation and whether the evidence boundary was clear. Send aggregate feedback only to **support@daily-mindset-moments.com**; do not email learner work or identifiers.

Safeguarding: safeguarding@daily-mindset-moments.com

Privacy: privacy@daily-mindset-moments.com

Access and policy: nexus-historia.co.uk/education/learn | Education Policy