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EFFECTIVE GEN AI PROMPTING: USING LITERATURE AND HISTORICAL STORYTELLING TO STRENGTHEN PARALEGAL STUDENT RESEARCH AND WRITING SKILLS

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“If there be nothing new, but that which is
Hath been before . . . labouring for invention bear amiss
The second burden of a former child.”

William Shakespeare, Sonnet 59¹

Shakespeare writes that the realm of human experience, the pain, pleasure, and passion run on an endless loop. There is nothing new under the sun. Storytelling, too, is timeless, connecting humanity across eons. Students born between 1997 and 2012 identified as “Generation Z” or “Gen Z” and fully exposed since birth to the Internet, streaming subscriptions, and social media, eat their King Lear through the Black Panther movie with its pretenders to the throne. Rather than funneling course content through popular culture, this article proposes new pedagogy by scaffolding enduring works of literature and historical events to leverage Generative Artificial Intelligence (Gen AI or AI) prompting to improve legal research and writing skills. Incorporating storytelling in law is a “particularly potent pedagogical technique” that brings “a concreteness and particularity to what may otherwise appear to be an ephemeral and esoteric subject.”² The Niagara Falls of information from millions of databases while mastering citation mechanics and the weight of authority can overwhelm students new to legal research.

Paralegal students now require more assistance narrowing the who, what, where, why, when, and how that starts every research plan. Gen AI has turbocharged legal research and short-circuited the exploratory process of determining a legal cause of action.³ Extracting from novels and history the conflicts underlying most lawsuits namely greed, manipulation, betrayal, rejection, deceit, dishonor, and selfishness, students can then make connections to corresponding claims in contracts and breach, torts and remedies, property and ownership, family law and government benefits, criminal law and defenses. Through learning how to ask Gen AI questions, called prompt engineering, students can edit the AI-generated responses and deposit their queries directly into traditional legal research platforms like LEXIS and Westlaw and use in their legal writing the same narratives to enhance clarity and persuasiveness.

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EDUCATION THEORY

A. Expanding Paralegal Student Capacity to Learn New Research and Writing Techniques

Instructors expect students entering college to have a threshold level of knowledge about literature and history required by state and federal education standards. Today, such reliance on exposure to a common core is misplaced. The education gap that began during the COVID-19 pandemic has metastasized into a canyon. Evidence abounds. Studies released in 2025 by the federal government and research nonprofits reveal American high school seniors have lower reading scores.⁴ The University of California, San Diego, reported that the academic preparation of their entering first-year students suffered from 2020-2025 a “steep decline.”⁵ Moreover, “[m]any students no longer arrive at college—even at highly selective, elite colleges—prepared to read books.”⁶ One college professor lamented online, “How are we – especially teachers whose subject matter requires interdisciplinary knowledge – expected to instruct students who have no basic knowledge of history or literature? This is sooooo frustrating!”⁷ The need for college instructors to focus on post-pandemic academic remediation may be traced to high schools replacing books formerly required summer reading with graphic novels relatable to today’s youth and the political battles over teaching what history is real.⁸ One facet of education that remains unchanged is theory explaining how young people learn new information.

B. Scaffolding Leads Students to New Levels of Comprehension

Scaffolding is when instructors create for students a bridge from subject-matter ignorance to independent proficiency. Vygotsky’s Zone of Proximal Development (ZPD) focuses on a teacher who leads by example to reduce big concepts into digestible bites for absorption and eventual mastery.⁹ The pedagogy of building mind muscle by progressively overloading student ability forces the close reading of texts that the study of law requires and facilitates deeper

comprehension.¹⁰ As Socrates inspired legal instructors to teach through question and answer,¹¹ teaching legal research and writing through the drama at the heart of human existence expands the paralegal students' ability to frame the legal issues therein. Maybe today's students have not read Nathaniel Hawthorne's *The Scarlet Letter* (1850), but Gen Z can relate to a modern Hester Prynne's public shaming, cancel culture, and the derivative legal actions for defamation, harassment, and illegal doxxing (disclosing private information on the web).¹² With a grounding in storytelling, paralegal students can get the most out of Gen AI's technological assets.

C. Drafting Better Generative Artificial Intelligence Prompts for Legal Research and Writing

Gen AI is not too bright because it is incapable of human reasoning, but AI does get a lot of things right at a speed no human can match. Most AI users interact with a Large Language Model (LLM) that has an "ask me anything" box on popular platforms such as Open AI's ChatGPT, Anthropic's Claude, Microsoft's Copilot, and Google's Gemini (formerly Bard).¹³ The Gen AI platforms are similar, but different, and submitting the same prompts to each platform will return varied results. The LLM does not think, it predicts, and answers questions in human-like conversation.¹⁴ Based on its statistical sampling of over 300 billion words, the LLM can complete "The cow jumped over . . ." with the next logical word sequence "the moon." An LLM operates like neural pathways that learn by communicating with different cells. The LLM's pathways are Yellow Brick Roads that learn by scraping information from the Internet. The LLM teaches itself from the web how languages work and continually adapts and improves based on its interaction with the collected information.

Prompt an AI chatbot with a question and it breaks down the text into word pieces and fragments called tokens. Think of prompts like a jigsaw puzzle. Prompt a chatbot to "Tell me about the novel *Catcher in the Rye*" and the LLM takes the question and scrambles the words into token fragments. The fragments travel along the Brick Roads searching its stored data to match and hook up with new fragments. The newly matched fragments reassemble forming a new jigsaw puzzle. The new puzzle is the LLM's response that may include references to J. D. Salinger, Holden Caulfield, and John Lennon. The LLM produced the desired answer by piecing together disparate tokens associated with *Catcher in the Rye* and, hence, artificially generated intelligence. Note that LLMs work one token at a time. Brick Roads cost money and the tokens, for which most Gen AI platforms charge a user fee, all share the same Road space. The requestor's questions and instructions for the chatbot, the LLM's own internal computer code, and the LLM's generative answers all share one token limit. The more information put into an AI prompt, the more tokens get kicked off the Yellow Brick Roads, and the more likely the resulting response is useless. Because tokenization fragments questions, the Gen AI chatbot can "hallucinate" and answer with garbage.¹⁵ Chatbots are trained to give a response, any response, increasing the risk of hallucinations that are "mathematically inevitable, not just engineering flaws."¹⁶ Thus, using AI to conduct actual legal research is unwise because LLMs do "not function like traditional legal research databases."¹⁷ Attorneys who have used Gen AI for direct research and writing have filed legal documents across the globe filled with hallucinated information.¹⁸

An additional caution against using Gen AI for direct legal research and writing is that truckloads of culturally biased and discriminatory information scraped from Internet chat rooms

and commentary travel on the LLM's Brick Roads.¹⁹ To minimize LLM bias, engineers train AI chatbots by using Reinforcement Learning from Human Feedback (RLHF). For example, if a prompt generates four different answers and two of the answers include racist or sexist responses, the engineers rank the best answers for the LLM directing the best Brick Roads for travel and the LLM trains itself to remember the more desirable, less derogatory routes.²⁰ Despite its flaws, tech companies are sinking billions of dollars into AI banking big on its future.²¹ The companies are not wrong. An American Bar Association survey predicts "[o]ver 80% of legal professionals – regardless of firm size – believe AI use will grow in the next year."²² Paralegal students in any legal environment must use Gen AI ethically and responsibly.

II. INCORPORATING LITERATURE AND HISTORY INTO RESEARCH AND WRITING ASSIGNMENTS FOR BETTER GEN AI PROMPTING

A. The Legal Research and Writing Formula Paralegal Instructors Can Use Integrating Novels and Historical Narratives

The formula for incorporating the humanities into teaching legal research and writing goes like this: Show a brief Internet video that summarizes a well-known novel that not all students may have read, like Harper Lee's *To Kill a Mockingbird* (1960) with its themes of perjury, assault, and race, F. Scott Fitzgerald's *The Great Gatsby* (1925) with its themes of negligent driving, causation, and hearsay, or Toni Morrison's *Song of Solomon* (1977) with its themes of property ownership, title, and probate. Or paralegal instructors can take a historical event for instance John Brown's October 1859 raid on the federal armory at Harper's Ferry, Virginia, with the legal themes of felony murder, capital punishment, and the defense of justifiable homicide based on religious fervor.²³ The instructor then leads students in developing key words vital to finding controlling law. The class, whether face-to-face or online, can divide into groups to identify from the narratives legal claims or students could take sides and debate elements and defenses. Examples from the humanities as a basis for AI prompting are as limitless as the instructor's imagination, Mozart and Salieri and Caravaggio and Baglione, anyone? Teaching to our intellectual strengths and personal interests enhances the delivery of course content.²⁴

Good Gen AI prompt engineering follows a specific format.²⁵ Generic AI prompts like "Tell me about negligence," are vague and ineffective. The Four "Cs" of effective prompting are putting a chatbot into Character (role) like, "You are a community college professor teaching paralegal students."²⁶ Then add Clarity (task) to help the chatbot limit its response, "Give me an office memorandum of no more than 500 words." Add Context (background) to help the chatbot decide which Yellow Brick Road to travel on, like "I need to learn landlord tenant law in Massachusetts, specifically when a case involves a claim of retaliatory eviction." Lastly direct the chatbot to give Chain-of-Thought (step-by-step) instructions, for example, "Give me directions from step one, the initial discovery of defect in researching consumer fraud law to the last step of filing a claim under state law." End all prompts with the instruction, "Tell me your plan and ask any me questions before you begin." Remember because of shared Yellow Brick Road space, overloaded prompts yield incomprehensible responses; the more questions and instructions in the query, the more tokens fall off the Road.

I engaged with ChatGPT-5 to generate prompt examples. I edited both the prompts and results to elicit research hypotheticals common to paralegal practice. Any hallucinations generated as answers to prompts and instructions are flagged as defective by the traditional legal research platform and fixed before running the search; Gen AI prompting before researching reduces research errors. I used Mary Shelley's *Frankenstein* (1818) to illustrate family law prompting, Dr. Martin Luther King, Jr.'s 1963 "Letter from a Birmingham Jail" to illustrate business law prompting, and George Orwell's 1949 novel *1984* to illustrate selective prosecution prompting. I then created examples of sample writing assignments from the results.

i. Family Law

The first step of any legal research project is generating words, synonyms, and antonyms central to the legal issue under review. *Frankenstein* involves the question of when life begins (In Vitro Fertilization), abuse of a corpse (organ harvesting), the ethics of human experimentation (cloning), parentage (adoption), the cruelty of solitary confinement and the right to a companion, community responsibility for juveniles or creatures who cannot care for themselves (*parens patriae*), acceptance of societal outcasts (humanity in accepting difference), rage at social rejection (those who hurt others often have been bullied), and the ultimate question, what is monstrous?²⁷ The instructor can create fact patterns and research questions from the novel assuming Doctor Frankenstein is the "daddy" to the Creature he brought to life and guide students or have students collaborate with one another to draft Gen AI prompts that will lead to more efficient family law research.

Facts

The Creature seeks a declaration of paternity, that Dr. Frankenstein is his father. There are allegations of abuse and neglect stemming from the Creature's abandonment and cruelty when Frankenstein destroyed the Creature's companion causing the Creature's murderous rampage.

Research Question

What are the legal standards under state law for paternity, child neglect and cruelty, and parental responsibility when their offspring hurts or kills others?

Paralegal Educator Prompt Engineering with Students

Scaffold with students putting the AI chatbot into Character, for example, "You are a child who wants to sue a putative parent for a declaration of paternity," or "You are a parent who wants to protect your child from a neglectful co-parent." Students should then Clarify the task for the chatbot, such as "Give me a synopsis of family law in no more than a paragraph," or "Explain to me the difference in causes of action for neglect from both parent and state perspectives." Next, give the chatbot Context to produce relevant responses like, "The paternity case originates in Idaho" or "This presentation of facts is for family court." Then, give the chatbot Chain-of-thought instructions, for instance, "Tell me the legal claims and defenses from point A of a psychological exam on a child committed to juvenile detention for causing harm to others to point B defending that child in a criminal trial raising a defense of diminished capacity caused by sustained abuse and neglect," or "Take me from step one of a Boolean search string to the last step of listing

relevant secondary sources on child custody issues, excluding child emancipation.”²⁸ Always remember to include, “Tell me your plan and ask any me questions before you begin.”

The ChatGPT prompts *supra* generated responses that included a one-paragraph synopsis of family law with an Idaho focus and listed legal issues to explore of, among other things, past or future child support, the appointment of a guardian *ad litem*, mandatory reporting requirements, protective supervision or foster placement, and the trial theme “The state failed this child before the child failed the law.” Questions the chatbot asked before proceeding further with the query were the child’s age, the type of neglect at issue, and whether the hypothetical child had experienced housing instability or had been exposed to domestic violence. Gen AI is described as a tutor, a partner, for those seeking information. Gen AI prompting before researching on LEXIS or Westlaw saves time and money from searching aimlessly and expands student awareness of issues attached to specific claims faster and more comprehensively than investigating a secondary source like a law dictionary. “Integrating generative AI into legal research methods,” says scholar Stephanie Grace “demands an effort to build stronger human cognitive skills like critical thinking, analytical reasoning, and strategic decision-making.”²⁹ The instructor scaffolds the humanities from legal thinking to drafting Gen AI prompts to executing the legal research.

Running the responses from the *Frankenstein* prompts through WestlawEdge® returned key number results for parent-child relations, secondary sources defining the scope of state action for and against parents unable to meet the duty of reasonable care, and Idaho cases establishing the elements of juvenile detention. The instructor can then interject *Frankenstein* into a low stake writing assignment encouraging paralegal students to jump from learning to applying the law, notably “Compare Victor Frankenstein’s abandonment of the Creature to state standards of parental fitness,” assessing student understanding of the core issues. Or assign in an advanced legal class writing a persuasive brief on behalf of the Creature in support of mitigating circumstances before his sentencing on murder charges.

ii. Business Law

As history, Dr. Martin Luther King, Jr.’s 1963 “Letter from a Birmingham Jail,” is loaded with research and writing opportunities. King wrote from an Alabama cell where he spent Easter weekend after arrest for violating a protest injunction. Fellow ministers had been urging King to moderate his push for racial equity. In response King replied, in part:³⁰

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, it is rather strange and paradoxical to find us consciously breaking laws. One may well ask, ‘How can you advocate breaking some laws and obeying others?’ The answer is found in the fact that there are two types of laws: there are just laws, and there are unjust laws. I would agree with St. Augustine that ‘An unjust law is no law at all.’

The obvious use of Dr. King’s letter is to research and write on issues related to discrimination in employment and housing, the right to assemble and protest, and social equality, all subjects important to Gen Z known for their commitment to justice.³¹ Engaging with ChatGPT to put

Dr. King's letter in a business law context, the AI chatbot aligned King's moral courage to a duty to report corporate malfeasance.

Facts

A corporate manager has documents proving their company is hiding profits through illegal accounting practices. The manager is the company's legal agent. The boss directs the manager to shred the documents. The manager, inspired by Dr. King's argument that "an unjust law is no law at all," must decide whether to follow the unethical order or go public as a whistleblower.

Research Question

Under applicable federal and state law, what are an agent's legal and ethical obligations when ordered to destroy misleading corporate reports?

Paralegal Educator Prompt Engineering with Students

Put the AI chatbot into Character, like "You are corporate counsel who has just received a report from an employee of possible illegal activity," then Clarify the task, "Give me a synopsis of corporate law and an agent's duty to act in no more than three paragraphs," to giving the chatbot Context, "The law in question is in the state of Minnesota," to Chain-of-thought instructions, "Give me step-by-step legal research instructions including Boolean search strings on how to protect a corporate whistleblower from an initial report of wrongdoing to public disclosure."³² Always end the query with, "Tell me your plan and ask any me questions before you begin."

The AI prompts produced an explanation under Minnesota law about a corporate agent's independent duty to act, gave a step-by-step research plan that included reference to federal whistleblower protection schemes, highlighted corporate counsel's obligations, and suggested the Boolean ("Minnesota Whistleblower Act" OR "Minn. Stat. 181.932") & retaliat! search string. Running the Gen AI prompt responses through WestlawEdge retrieved - before any attempt to narrow results - 97 cases, 95 trial court orders, 14 statutes and court rules, 317 secondary sources, key numbers for corporations, the duties and liabilities of officers and agents, the Sarbanes-Oxley Act, specifically Title III detailing corporate responsibility, *Upjohn Co. v. United States* (1981) and progeny analyzing privileged communications between corporate counsel and employees. For legal writing, assign drafting a confidential memorandum within the moral framework of Dr. King's letter advising both corporate counsel and the manager of the proper course of action mandated by applicable law.

iii. Criminal Law

Crime and punishment are engaging classroom discussions.³³ Through George Orwell's novel *1984*, instructors can explore the basic tenets of criminal justice as told through the novel's narrative of: deterrence, retribution, incapacitation, punishing political dissent, personal autonomy, criminalizing thought, *corpus delicti*, protected and unprotected speech (First Amendment), whether advertising thought (social media posts) is legally different from conversation, and the dangers of a surveillance state (facial recognition, doorbell cameras).

Facts

Winston wrote an editorial in the local newspaper stating that the government is unjust. Based on his published opinion, Winston was arrested for inciting violence.

Research Question

Under applicable state and federal law, what are the criminal law requirements of *mens rea*, *actus reus*, and the elements to support or defeat a First Amendment public forum free speech claim?

Paralegal Educator Prompt Engineering with Students

Put the AI chatbot into Character, that is “You are a local prosecutor who has been directed to indict a community member based on a newspaper opinion,” then Clarify the task, “Write for me the primary issues in First Amendment speech cases in no more than 3,000 words,” to giving the chatbot Context, “I am expecting a vigorous defense from the accused on core criminal law and constitutional principles,” to Chain-of-thought instructions, “Take me step-by-step on prosecuting someone from writing an offending newspaper editorial, to the elements I must prove at trial, to building jury instructions,” or “Give me instructions from point one of constructing a Boolean search string on suppression of political speech in Georgia to point two helping me find the relevant U.S. Supreme Court precedent defining community comments as speech.”³⁴ Do not forget to add the coda, “Tell me your plan and ask any me questions before you begin.”

ChatGPT generated, in part, a five-step research plan to identify First Amendment sources, the elements of proof under Georgia law for proving threat as unprotected speech, to proposing “How a Rights-Respecting Prosecutor Should Approach This Scenario. Instead of ‘how do I prosecute this,’ the constitutionally sound question is: Is there any legitimate, non-speech-based criminal conduct here that can be charged, and if not, must I decline?” One of the Boolean search strings generated was (Georgia OR Ga.) /s (defamation OR libel OR "anti-SLAPP" OR "strategic lawsuit against public participation") & ("public concern" OR "public issue" OR "community debate") & ("First Amendment") that returned on WestlawEdge 26 cases, nine trial court orders, five statutes including Anti-SLAPP (Strategic Lawsuit Against Public Participation), and 533 secondary sources exploring Georgia restrictions on punishing political speech. Instructors can then ask students to prepare on behalf of Winston a motion to dismiss any criminal charges based on his editorial arguing selective prosecution of viewpoint discrimination violates the First Amendment and the protection of the Fourteenth Amendment.

CONCLUSION

Novels and history exposing legal themes illuminate for paralegal students the cultural stream connections that drive lawsuits. Instructors and paralegal students alike can leverage Gen AI through prompt engineering to identify legal claims, issues, and research suggestions before engaging traditional, subscription-based legal research platforms. The mathematical certainty that Gen AI hallucinates bad information forecloses using AI for direct legal research.³⁵ We as paralegal

educators design courses to engage students and to see themselves as rising practitioners.³⁶ We should also design lectures to make us happy. Part of the joy of teaching legal research and writing is sharing with students our interests in literature and history, creating lessons that last a lifetime.

¹ William Shakespeare, *The Sonnets* 59 (Stephen Orgel ed., Pelican Shakespeare 2017).

² William Kaplin, *Problem Solving and Story Telling in Constitutional Law Courses*, 21 SEATTLE U. L. REV. 885, 886-87 (1998).

³ Paul J. McLaughlin, *AI and Law Librarians: Introducing the Idea of Creating a Legal Information Research Team to Prepare Students for the Practice of Law*, 44 LEGAL REF. SERVS. Q. 1 (2025) (discussing how AI has changed the legal research landscape).

⁴ U.S. Dep't of Educ., Inst. of Educ. Scis., Nat'l Ctr. for Educ. Statistics, *National Assessment of Educational Progress 2024 Reading Assessment*, NATIONS REPORT CARD, <https://www.nationsreportcard.gov/> (last visited Nov. 23, 2025) ("Among 12th graders, 22% were at or above proficient in math, compared to 24% in 2019 and 23% in 2005, when the assessment began. And 35% performed at or above proficient in reading, dropping from 37% in 2019 and 40% in 1992.").

⁵ UC San Diego, *Senate-Administration Workgroup on Admissions*, FINAL REPORT (2025), <https://senate.ucsd.edu/media/740347/sawg-report-on-admissions-review-docs.pdf> (last visited Nov. 23, 2025).

⁶ Rose Horowitz, *The Elite College Students Who Can't Read Books*, ATLANTIC (Oct. 1, 2024), <https://www.theatlantic.com/magazine/archive/2024/11/the-elite-college-students-who-cant-read-books/679945/>.

⁷ queer_aspasia, *Not Knowing Basic History*, REDDIT R/PROFESSORS (Oct. 29, 2025), https://www.reddit.com/r/Professors/comments/1oj7ifq/not_knowing_basic_history/

⁸ Lauren J. Young, *Educators Weigh in on Summer Reading Lists in SLJ/NCTE Survey*, SCH. LIBR. J. (2022), <https://www.slj.com/story/educators-weigh-in-on-summer-reading-lists-in-slj-ncte-survey> ("Overall, the books respondents suggested removing include *To Kill a Mockingbird*, Shakespeare's works, *The Great Gatsby*, *Hatchet*, *The Catcher in the Rye*, *The Outsiders*, *Lord of the Flies*, *The Grapes of Wrath*, *Huckleberry Finn*, *The Little House on the Prairie*, *Tom Sawyer*, *Jane Eyre*, *Great Expectations*, *Little Women*, *Pride and Prejudice*, *Island of the Blue Dolphins*, *Of Mice and Men*, *Anthem*, and 1984."); April Witteveen, *Indigenous History Book Reclassified as Fiction, Then Restored to Texas Library's Nonfiction Collection*, LIBRARY J. (Nov. 11, 2024), <https://www.libraryjournal.com/story/indigenous-history-book-reclassified-as-fiction-then-restored-to-texas-librarys-nonfiction-collection> (Montgomery County, Texas, Library moved the book *Colonization and the Wampanoag* from juvenile nonfiction to fiction; decision later reversed).

⁹ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Michael Cole et al. eds., Harvard Univ. Press 1978).

¹⁰ Julie Dangremond Stanton et al., *Fostering Metacognition to Support Student Learning and Performance*, 20 CBE—LIFE SCI. EDUC. 1 (2021).

¹¹ Jamie R. Abrams, *Reframing the Socratic Method*, 64 J. LEGAL EDUC. 4 (2015), <http://www.jstor.org/stable/24716713> ("Core features of the modern case-based Socratic method in law schools include its (1) inquisitional format; (2) use of appellate cases; and (3) objective to teach students to 'think like lawyers.'").

¹² Cheselle Jan L. Roldan et al., *Cancel Culture in a Developing Country: A Belief in a Just World Behavioral Analysis Among Generation Z*, 248 ACTA PSYCHOL. 10478, 3 (2024).

¹³ DataStudios.org, *The Most Used AI Chatbots in 2025: Global Usage, Trends, and Platform Comparisons of ChatGPT, Gemini, Copilot, and Claude* (May 2025), <https://www.datastudios.org/post/the-most-used-ai-chatbots-in-2025-global-usage-trends-and-platform-comparisons-of-chatgpt-gemini>.

¹⁴ The conversation ability of AI mimics human communication so well that many people have loving and intimate relationships with chatbots, including characterizing their relationship as a "marriage." See Coralie Kraft, *They Fell in Love with A.I. Chatbots—and Found Something Real*, N.Y. TIMES (Nov. 5, 2025), <https://www.nytimes.com/interactive/2025/11/05/magazine/ai-chatbot-marriage-love-romance-sex.html>.

¹⁵ David A. Hasslett, *Tokenization Changes Meaning in Large Language Models: Evidence from Chinese*, 51 COMPUT. LINGUISTICS 3 (2025).

¹⁶ Gyana Swain, *Open AI Admits AI Hallucinations are Mathematically Inevitable, not Just Engineering Flaws*, COMPUTERWORLD (Sept. 18, 2025) <https://www.computerworld.com/article/4059383/openai-admits-ai-hallucinations-are-mathematically-inevitable-not-just-engineering-flaws.html>.

¹⁷ Alex Zhang, *Information Retrieval in the Age of Generative AI: A Mismatch that Matters*, 44 LEGAL REF. SERVS. Q. 297 (2025), <https://doi.org/10.1080/0270319X.2025.2536920>.

¹⁸ See, e.g., Evan Gorelick, *Vigilante Lawyers Expose the Rising Tide of A.I. Slop in Court Filings*, N.Y. TIMES (Nov. 11, 2025), <https://www.nytimes.com/2025/11/07/business/lawyers-ai-vigilantes.html> (attorneys are compiling reports of lawyers sanctioned for filing court submissions containing AI hallucinations in an effort to stop the problem).

¹⁹ Leonardo Nicoletti & Dina Bass, *Humans Are Biased: Generative AI Is Even Worse*, BLOOMBERG TECH. (June 14, 2023), <https://www.bloomberg.com/graphics/2023-generative-ai-bias/> (“An analysis of more than 5,000 images created with Stable Diffusion found that it takes racial and gender disparities to extremes—worse than those found in the real world.”).

²⁰ Kristian González et al., *Reinforcement Learning from Human Feedback in LLMs: Whose Culture, Whose Values, Whose Perspectives?* 38 PHIL. & TECH. 35 (2025).

²¹ Ari Levy, *Tech’s \$380 Billion Splurge: This Quarter’s Winners and Losers of the AI Spending Boom*, CNBC (Oct. 31, 2025), <https://www.cnbc.com/2025/10/31/tech-ai-google-meta-amazon-microsoft-spend.html>.

²² Am. Bar Ass’n, *AI Adoption in Law Firms: How Solo, Small, and Mid-Sized Firms Compare* (2025), https://www.americanbar.org/groups/law_practice/resources/law-technology-today/2025/ai-adoption-in-law-firms-how-solo-small-and-mid-sized-firms-compare/.

²³ See, e.g., Batool Hassan et al., *Beyond Memorization: Cultivating Critical Thinking Skills Through Classic Literature in Secondary Education for the 21st Century Learner*, 8 REV. EDUC. ADMIN. & L. 1 (2025) (“[C]lassic literature can be utilized by educators who adopt innovative teaching methods to equip students for academic challenges and real-world issues”); Kristin A. Sendur et al., *Historical Contextualization in Students’ Writing*, 30 J. LEARN. SCI. 800, 804–05 (2021), <https://doi.org/10.1080/10508406.2021.1939029> (explicit teaching of history strengthens cognitive skills).

²⁴ Jeanette Rossetti & Patricia G. Fox, *Factors Related to Successful Teaching by Outstanding Professors: An Interpretative Study*, 48 J. NURS. EDUC. 1 (2009) (enthusiasm for the subject matter makes for great teaching).

²⁵ Randi Williams, *Writing Prompts for Everyday Life* (contains AI-generated content) (n.d.).

²⁶ OpenAI changed the code when it issued ChatGPT-5 in August 2025 away from a character role that was too friendly after reports that users bonded with chatbots to the detriment of their mental health. See Maggie Harrison Dupré, *People are Being Involuntarily Committed, Jailed After Spiraling into “ChatGPT Psychosis,”* FUTURISM (June 28, 2025), <https://futurism.com/commitment-jail-chatgpt-psychosis> (reporting incidents of personal consequences akin to addiction after extensive interaction with chatbots); Kashmir Hill & Jennifer Valentino-DeVries, *What OpenAI Did When ChatGPT Users Lost Touch with Reality*, N.Y. TIMES (Nov. 24, 2025), <https://www.nytimes.com/2025/11/23/technology/openai-chatgpt-users-risks.html> (making chatbots too ready to agree with user’s beliefs created for some users emotional risks).

²⁷ *Frankenstein* (Guillermo del Toro, Netflix 2025). In one scene, the Creature fatally wounds William, Victor Frankenstein’s half-brother. With his dying breath, William confronts Victor and says, “You’re the monster.”

²⁸ OpenAI, ChatGPT-5, (Nov. 11, 2025). Chatbot prompts about family law in Idaho. (conversational artifact on file with author) (not cited for accuracy of content).

²⁹ Stephanie L. Grace, *Finding Equilibrium: An Integrative Approach to Balancing Human and Artificial Intelligence in Legal Research*, 44 LEGAL REF. SERVS. Q. 3 (2025).

³⁰ Martin Luther King, Jr., *Letter from Birmingham Jail*, Martin Luther King, Jr. RSCH. & EDUC. INST., STANFORD UNIV., <https://kinginstitute.stanford.edu/letter-birmingham-jail> (last visited Nov. 23, 2025).

³¹ Aisha Powell et al., *Teaching Social Justice and Engaging Gen-Z Students in Digital Classrooms During COVID-19*, 21 J. SCHOLARSHIP OF TEACHING & LEARNING 56, 4 (2021), <https://doi.org/10.14434/josotl.v21i4.32708>.

³² OpenAI, ChatGPT-5, (Nov. 24, 2025). Chatbot prompts about business law in Minnesota. (conversational artifact on file with author) (not cited for accuracy of content).

³³ Morris Ploscowe & Roscoe Pound, *Crime and Criminal Law* vol. 2, at 7 (P.F. Collier & Son 1939).

³⁴ OpenAI, ChatGPT-5 (Nov. 24, 2025). Chatbot prompts about protected speech and selective prosecutions in Georgia. (conversational artifact on file with author) (not cited for accuracy of content).

³⁵ David A. Levy, *Ethical Considerations for the Use of Artificial Intelligence by Lawyers and Paralegals*, 1 J. PARALEGAL EDUC. & PRAC. 1 (2025).

³⁶ Elle Huang, *When Being Present Is Not Enough: Harvard Students and the Struggle to Engage*, HARV. INDEP., Oct. 16, 2025, at 7 (Vol. LVII, Issue 8) (students disengaged from lecture when staring at personal laptop screens).

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