

# AI Writers Guild Lesson Plan

## Module 1: Lesson 3

### WEEKLY WORK:

*Length: Approximately 20-minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.*

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### **MODULE 1: Conceptualization: Introduction to AI and Novel Writing.**

### **LESSON 2: What AI Does, What It Can't Do, and How To Use It.**

#### Weekly Homework (AFTER watching the videos and previewing the materials):

- “Word Wizards”: Chapter 1 Book Discussion (in materials)
- Watch the videos in the materials! You’re going to find out what your writing will look like if you don’t add in humanity!
- Get a conversation started in Engage:
  - *ONE POST: on one of the book discussion questions*
  - *TWO COMMENTS: and comment on two other classmates’ posts.*

#### Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

#### Trial Prompts:

Today, you will explore the idea of using AI to write a novel. While AI can help with many aspects of writing, there are important reasons why relying on it alone may not create the best story. Your task is to interact with ChatGPT using the prompts below. After exploring each prompt, reflect on the answers you receive and think critically about how AI compares to human creativity, emotion, and storytelling.

Complete this worksheet by writing down your thoughts after using ChatGPT to answer each prompt. Be sure to engage with the responses you get and consider both the strengths and limitations of AI.

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## **Trial Prompts:**

1. **What are the limitations of AI when it comes to creating emotionally rich and complex characters?**
    - **Reflection:** Write down how AI handles emotional depth and whether it captures the nuances of complex characters.
  2. **Why might an AI struggle to develop unique and compelling plotlines in a novel?**
    - **Reflection:** After testing this prompt, note how creative or original AI-generated plot ideas are and how they compare to a human's ability to innovate.
  3. **How could relying only on AI for novel writing result in a lack of creativity or originality?**
    - **Reflection:** Reflect on what creativity means and whether AI is capable of producing truly original content.
  4. **What ethical concerns arise when an AI is used to generate content for a novel?**
    - **Reflection:** Think about issues like copyright, authenticity, and ownership. What are some risks associated with AI-generated content?
  5. **Can AI understand the nuances of human relationships and emotions well enough to write a compelling novel? Why or why not?**
    - **Reflection:** Discuss whether AI can truly grasp human emotions and relationships, which are often at the heart of good storytelling.
  6. **In what ways might an AI struggle to develop a consistent theme or moral in a novel?**
    - **Reflection:** Think about how a novel's message or theme might be different if created by a human versus an AI. Can AI convey deeper meaning effectively?
  7. **What are the challenges AI faces when trying to generate dialogue that feels natural and human-like?**
    - **Reflection:** Analyze the dialogue AI generates and decide if it feels real. What might be missing compared to human-written dialogue?
  8. **How might over-reliance on AI limit the development of a writer's creativity and skill?**
    - **Reflection:** Reflect on how using AI too much could impact your own growth as a writer. What might you lose in terms of skill and creativity?
  9. **What are the risks of using AI for creative storytelling in terms of perpetuating clichés or overused tropes?**
    - **Reflection:** Review whether the content generated by AI feels fresh or if it tends to repeat common ideas and themes. How important is originality in storytelling?
  10. **Why is it important for a writer to infuse their personal voice and style into their writing, rather than relying solely on AI?**
    - **Reflection:** Consider the unique aspects of human writing, like personal voice and style. Why can't AI replicate this fully?
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## **Closing Reflection:**

After completing the prompts, reflect on the overall experience. Write a short paragraph addressing the following questions:

- What did you learn about the differences between AI-generated writing and human storytelling?
- How do you think AI could be used as a helpful tool for writers without replacing human creativity and emotional depth?
- What are your thoughts on balancing the use of AI and your own writing skills in the future?

## **Materials:**

- Book Discussion: Word Wizards Chapter 1
- Sunspring Video
- Lawyer Commercial Video

## **BIG Ideas for this Lesson:**

- **Discuss all the parts of the front matter in a book using “Word Wizards”.**
- **Learn about the differences between AI-generated writing and human storytelling.**
- **Begin to learn to use Viva Engage so that this course is EPIC. Making new novel writing friends from across the country will make this course a distinctly exciting part of their school year.**

**CCSS:**

**Here are the potential standards covered in AI Writers Guild. If you are a teacher who has used these in the past, you could easily review these each week and highlight the ones you are covering. You could also weave in any that you feel AI Writers Guild didn't directly cover but would be easy to touch on alongside this curriculum.**

**Writing Standards (Grades 6-8)**

**1. Text Types and Purposes:**

- **CCSS.ELA-LITERACY.W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS.ELA-LITERACY.W.8.3. A:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **CCSS.ELA-LITERACY.W.8.3. B:** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**2. Production and Distribution of Writing:**

- **CCSS.ELA-LITERACY.W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-LITERACY.W.8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently.

**3. Research to Build and Present Knowledge:**

- **CCSS.ELA-LITERACY.W.8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **CCSS.ELA-LITERACY.W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Language Standards (Grades 6-8)**

**4. Conventions of Standard English:**

- **CCSS.ELA-LITERACY.L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-LITERACY.L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**5. Knowledge of Language:**

- **CCSS.ELA-LITERACY.L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**6. Vocabulary Acquisition and Use:**

- **CCSS.ELA-LITERACY.L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **CCSS.ELA-LITERACY.L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Reading Standards for Literature (Grades 6-8)**

**7. Key Ideas and Details:**

- **CCSS.ELA-LITERACY.RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**8. Craft and Structure:**

- **CCSS.ELA-LITERACY.RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

These standards help ensure that students in the AI Writers Guild develop critical writing and analytical skills, understand the narrative structure, and effectively use technology in their writing process.

**ISTE Standards for Students**

**1. Empowered Learner:**

- **ISTE 1a:** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- **ISTE 1c:** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 2. **Digital Citizen:**
  - **ISTE 2a:** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
  - **ISTE 2b:** Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 3. **Knowledge Constructor:**
  - **ISTE 3a:** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - **ISTE 3b:** Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
  - **ISTE 3c:** Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 4. **Innovative Designer:**
  - **ISTE 4a:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
  - **ISTE 4b:** Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
  - **ISTE 4d:** Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
- 5. **Computational Thinker:**
  - **ISTE 5a:** Students formulate problem definitions suited for technology-assisted methods, such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
  - **ISTE 5b:** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
  - **ISTE 5c:** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 6. **Creative Communicator:**
  - **ISTE 6a:** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
  - **ISTE 6b:** Students create original works or responsibly repurpose or remix digital resources into new creations.
  - **ISTE 6d:** Students publish or present content that customizes the message and medium for their intended audiences.
- 7. **Global Collaborator:**
  - **ISTE 7a:** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

- **ISTE 7b:** Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

**Technology Skills Covered:**

- **Word Processing and Document Design (Microsoft Word):**
  - Students learn how to structure, format, and present written content effectively, aligning with ISTE standards on creating original works and customizing messages for audiences.
- **Digital Notetaking and Organization (OneNote):**
  - Students develop skills in organizing their research, ideas, and drafts, fostering effective digital organization and planning.
- **Creative Writing and Story Planning (ChatGPT, AI):**
  - Students utilize AI tools to generate ideas, refine prompts, and experiment with storytelling, encouraging innovative design and computational thinking.
- **Research and Information Management (Web Searches, AI Tools):**
  - Students practice gathering, evaluating, and organizing information digitally, reinforcing their ability to construct knowledge and act as informed digital citizens.

By integrating these technology tools into your course, you're helping students not only become better writers but also equipping them with essential digital literacy skills that align with modern educational standards.