

AI Writers Guild Lesson Plan

Module 1: Lesson 4

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.

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

LESSON 2: Utilizing OneNote for Story Organization and Novel Foundations

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

- Review the OneNote Playbook ensuring you understand this new tool.
- Brainstorm in your new OneNote Notebook: Genre, Theme, your Target Audience, potential titles, and brief synopsis. (and any other categories you dream up!) This is where you will plot your novel all year.
 - Create the categories
 - AND brainstorm on ChatGPT what you think they might be for your book! (I.e. What is your theme? What is your Genre? See the List of Lists in the materials section.)
- Post a screenshot of your OneNote in Engage once you've filled it with categories.

Watch the Weekly Video:

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

Materials:

- Playbook: Microsoft OneNote
- List of Lists
- Module 1 Lesson 4: Lesson Plan

Trial Prompts:

Foundational Novel Elements Exploration Prompts:

1. Genre:

- *“ChatGPT, what are some fun things I can include in my [insert genre, e.g., fantasy, mystery] story?”*
- *“Can you help me think of some cool ideas to make my [insert genre] story more exciting?”*
- *“What kinds of stories are usually part of the [insert genre] genre?”*

2. Theme:

- *“I want my story to be about [insert idea or lesson, e.g., friendship, bravery]. Can you help me with how to show that in my story?”*
- *“What kinds of stories have themes like [insert theme]? Can you give me some ideas?”*
- *“How can I show the theme of [insert theme] in what my characters do and say?”*

3. Target Audience:

- *“Who do you think would enjoy reading a story about [insert your story idea]?”*
- *“Can you help me write a story that kids my age would love?”*
- *“What kind of characters or stories would be fun for [insert audience, e.g., kids, teens]?”*

4. Potential Titles:

- *“Here’s what my story is about [brief description]. Can you help me come up with some cool titles?”*
- *“I want my title to be exciting. Can you give me a few fun ideas based on [insert story idea]?”*
- *“What makes a good title for a [insert genre] book?”*

5. Brief Synopsis:

- *“Can you help me write a quick summary of my story? It’s about [insert story idea].”*
- *“I want my story to sound interesting! Can you help me write a short description?”*
- *“What are the most important things I should include when I describe my story?”*

6. Character Ideas:

- *“My character is [insert basic description]. Can you help me think of what makes them special?”*
- *“What kind of cool backstory can I give my character?”*
- *“I need an awesome villain! Can you help me make one?”*

7. Setting:

- *“My story takes place in [insert setting]. Can you help me describe it better?”*
- *“What are some fun details I can add to my setting to make it more interesting?”*
- *“Can you help me build an imaginary world that feels real?”*

8. Plot Structure:

- *“I want my story to be exciting! What big moments should I include?”*
- *“Can you help me plan what happens in my story from beginning to end?”*
- *“What’s a fun way to start my story and get the action going?”*

9. Tone and Mood:

- *“I want my story to feel [insert mood, e.g., spooky, funny]. Can you help me with that?”*
- *“How can I make my writing feel [insert mood] throughout the story?”*
- *“Can you give me some examples of how authors create a [insert mood] feel in their stories?”*

Bonus Prompts:

10. Dialogue:

- *“I want my characters to have fun conversations. Can you help me write a scene where they talk?”*
- *“What are some funny or interesting things my characters could say to each other?”*

11. Plot Twists:

- *“I want to surprise my readers! Can you help me come up with a cool plot twist?”*
- *“What are some twists I can add to make my story more exciting?”*

12. Conflict:

- *“What problems should my character face to make the story more exciting?”*
 - *“Can you help me think of challenges my hero needs to overcome?”*
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The **big ideas** for this lesson in the AI Writers Guild are:

1. **Understanding the Components of a Novel:** Students will learn about the different parts that make up a novel, such as genres, themes, characters, plot, and setting, which will guide them in planning and organizing their own stories.
2. **Brainstorming and Exploration:** Students will actively brainstorm ideas for their novel using tools like OneNote and ChatGPT, exploring various themes, genres, characters, and story elements to develop a unique and well-rounded story.
3. **Creative Expression:** Encouraging students to use their imagination to think critically about their story, plot, and characters, and to begin drafting their ideas in a structured, yet creative, format.
4. **Planning a Novel:** Students will take the first steps toward plotting out their novel by identifying key elements such as the protagonist, antagonist, and conflict, as well as determining their novel's genre, theme, and target audience.
5. **Interactive Technology Use:** Students will integrate technology by using ChatGPT to brainstorm, develop ideas, and receive feedback on their novel planning process, fostering a deeper engagement with writing and storytelling.

These ideas aim to engage students in a process that combines creativity with organization, while using technology as a supportive tool for learning and novel development.

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.