

AI Writers Guild Lesson Plan

Module 2: Lesson 2

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 2: Characters: Creating Characters with AI.

LESSON 2: Character Development and World Building.

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

1. Create a character questionnaire for at least 8 characters. Put them in your OneNote.
2. Create your world building questionnaire in OneNote.
3. Put a few of your favorite things about your protagonist into Engage and comment on at least two other posts.

Watch the Weekly Video:

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

Materials:

- Character Questionnaire
- World Building Questionnaire
- TedEd movie on the Hero's Journey
- Lesson Plan

Trial Prompts:

Character-Building Prompts

1. **Describe your character's morning routine.** What habits or rituals do they have that set the tone for their day?
2. **What are your character's greatest fears and how did they develop?**
3. **Write a scene where your character encounters an unexpected obstacle.** How do they react?
4. **What's in your character's pockets or bag right now?** What do these items say about them?
5. **Describe your character's family dynamics.** How does their family shape who they are today?
6. **How does your character handle conflict?** Write a scene where they're forced to deal with an argument.
7. **What is a guilty pleasure that your character would never admit to?**
8. **How does your character feel about authority figures?** What past experiences influence their viewpoint?
9. **Describe a hidden talent or skill that even close friends don't know about.**
10. **What does your character value most in a friendship?** What might make them end a friendship?

World-Building Prompts

1. **Describe the most unique or popular food in this world.** What ingredients make it special, and who enjoys it most?
2. **What's the dominant form of communication?** Is it verbal, symbolic, telepathic, or something else entirely?
3. **Describe the seasons and weather patterns.** Are there any strange or supernatural elements to the climate?
4. **What are the most common forms of entertainment?** Describe a popular game, sport, or storytelling tradition.
5. **How does this world handle illness and medicine?** Are there any specific plants, rituals, or technologies they rely on?
6. **Describe a law or custom that would surprise an outsider.** How do locals feel about it?
7. **What does travel look like in this world?** Are there advanced forms of transportation or magical pathways?
8. **What's the relationship between magic and technology?** Are they in harmony, in conflict, or entirely separate?
9. **Describe the world's biggest natural feature.** How has it shaped the civilization around it?
10. **What does the night sky look like?** Are there constellations, planets, or phenomena unique to this world?

For this lesson on character and world building, here are some key "big ideas" for students to understand:

Character Building

1. **Character Depth and Complexity:** Students learn that characters are more engaging when they have distinct personalities, motivations, and quirks, beyond surface traits. A character's history, fears, and relationships add layers to who they are.
2. **Character Growth and Arc:** Recognizing that well-developed characters evolve throughout a story, students explore how motivations, conflicts, and experiences contribute to meaningful change in a character's personality or beliefs.
3. **Relatability and Empathy:** Students explore ways to make characters relatable to readers, understanding that characters with both strengths and flaws are easier to empathize with and root for.
4. **Dialogue and Behavior as Expression:** Through dialogue and actions, students learn to "show" rather than "tell," using how characters speak and behave to reveal their values, intentions, and underlying motivations.

World Building

1. **Creating a Consistent World:** Students understand the importance of consistency in world rules—be they physical, cultural, or magical—that makes a world feel real and immersive for readers.
2. **Cultural and Social Influences:** They learn that culture, tradition, and societal norms in a fictional world affect how characters think, feel, and act, giving readers insight into why characters might behave in certain ways.
3. **Environmental and Geographical Impact:** Students explore how a world's geography, climate, and natural resources shape the lifestyles, economies, and technologies of its inhabitants.
4. **Interaction between Magic/Technology and Society:** If the world has magic or advanced tech, students learn to consider its impact on daily life, social structure, and power dynamics, making the world more authentic and believable.
5. **Establishing Tone and Atmosphere:** By detailing setting, weather, and sensory elements, students learn to evoke an emotional response from readers, helping to set the mood of scenes and enhance storytelling.

These big ideas guide students to see how character and world building serve as the foundation for a compelling, cohesive story.

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.