

# AI Writers Guild Lesson Plan

## Module 3: Lesson 1

### 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 3: World Building

### LESSON 1: Building Immersive Worlds using AI.

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

- 1) Continue to work on your World Building Questionnaire. Even if you've completed it, take a second look and find some things to edit, make it better, or hone.
- 2) Draw a map of your world. Think about the societal structures, where people live and work, and if your story is on one street block or across the globe.
- 3) Share your map in the Engage platform and see what others' maps look like!

#### Watch the Weekly Video:

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

#### Materials:

- World Mapping Worksheet for Aspiring World Builders
- Lesson Plan

## Trial Prompts:

### World-Building Exploration Worksheet

Hey, world-builders! 🌍 Ready to bring your story's world to life? Use these prompts to guide you through designing landscapes, cultures, and the unique details that will make your setting unforgettable. Just imagine your world and let ChatGPT help you explore every corner!

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#### Section 1: Mapping Geography

1. **The View from Above**

*Imagine you're standing on the highest peak in your world. What can you see below?*

**Prompt:** "Describe the view from a mountaintop in my world."

*Does it look out over forests, lakes, or cities? How does the air feel up there?*

2. **The Famous River**

*Every world has a river with a story. What makes yours unique?*

**Prompt:** "In my world, there's a famous river that everyone knows about. What's its story and how does it look?"

*Is it calm and winding or fast and wild? Why is it famous?*

3. **The Danger Zone**

*Where's the most dangerous place in your world?*

**Prompt:** "Tell me about the most dangerous place in my world."

*What makes it so dangerous—monsters, extreme weather, or something else?*

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#### Section 2: Creating Cultures and Communities

1. **A Day in the Life**

*What's a typical day like for the people living in one of your towns?*

**Prompt:** "Describe a typical day in one of the towns in my world."

*What are people doing, and what does the town feel like?*

2. **Celebration Time!**

*Your world has a special holiday. What's it all about?*

**Prompt:** "In my world, there's a holiday that everyone celebrates. Describe it!"

*What traditions, foods, or celebrations happen on this day?*

3. **Unique Rules of the Land**

*Every kingdom has its own laws or customs. What's special about yours?*

**Prompt:** "Explain the laws or customs of a kingdom in my world that make it unique."

*Are there unique rules about fashion, family life, or interactions?*

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### Section 3: Adding Legendary Locations

1. **Hidden Mysteries**

*There's a forest in your world that only a few know about.*

**Prompt:** "Describe a hidden forest that only a few people have ever found."

*Is it magical or dangerous? What makes it special?*

2. **Ancient Ruins**

*Your world has ancient ruins full of mysteries.*

**Prompt:** "In my world, there's an ancient ruin with a mysterious past. Describe what a traveler would see and feel there."

*What's left of the ruins? Do they feel eerie or inspiring?*

3. **Bustling Markets**

*Every world has a place where people gather. What's yours like?*

**Prompt:** "Imagine the busiest market in my world and describe the sights, sounds, and smells."

*What kinds of things are sold, and who's there?*

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### Section 4: Technology, Magic, and Resources

1. **Amazing Inventions**

*Is there a magical or technological invention that everyone uses?*

**Prompt:** "What kind of magical or technological inventions are popular in my world, and how do people use them?"

*What does it look like, and how does it work?*

2. **Hidden Treasures**

*What's a rare and valuable resource in your world?*

**Prompt:** "Describe a rare and valuable resource in my world and how people get it."

*Is it mined, gathered, or discovered? Why is it valuable?*

3. **Legendary Weapons**

*Every great world has a legendary weapon or artifact.*

**Prompt:** "In my world, there's a legendary weapon. Describe what it looks like and why it's so powerful."

*Who made it, and what powers does it hold?*

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## Section 5: Navigating the World

### 1. Getting Around

*How do people travel across your world's regions?*

**Prompt:** "Describe how people travel across my world's vast regions."

*Are there special roads, magical portals, or other cool transportation?*

### 2. Landmarks for Navigation

*What landmarks help travelers find their way?*

**Prompt:** "What are the landmarks that people use for navigation?"

*Do they look for mountains, statues, or maybe even magical stones?*

### 3. Mapmaker's Symbols

*What symbols would a mapmaker in your world use for places like cities and forests?*

**Prompt:** "Imagine a mapmaker in my world. What unique symbols would they use for different places, like cities, forests, and dangerous areas?"

*How does your map look different from any other world?*

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Use these prompts with ChatGPT to explore each detail and bring your world into sharper focus. Let your imagination run wild, and watch your world come to life!

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## **Big Ideas for World-Building and Mapping**

1. **Foundation of Geography**
  - The landscape of a fictional world serves as the backbone of the story, influencing everything from climate and culture to character journeys. By creating a detailed geography, students can ground their world in a believable setting.
2. **Cultural and Societal Identity**
  - The people, customs, and social structures bring a world to life. Exploring different regions' cultures, laws, and daily lives adds depth, making characters' interactions with their world more authentic and engaging.
3. **Significance of Unique Landmarks**
  - Special locations like forests, ruins, or marketplaces give the world unique characteristics and become the setting for key plot points. Landmarks and mythical locations can provide a sense of history and mystery to the world.
4. **Technology, Magic, and Resources**
  - The use (or absence) of technology, magic, and resources shapes society and provides plot opportunities. Understanding how these elements impact daily life and conflicts helps students add depth to their worlds.
5. **Practical Navigation and Travel**
  - Mapping how people travel through and navigate the world is essential for creating a believable setting. Details about roads, landmarks, and methods of transportation make the world feel accessible and real.
6. **Mapping as a Visual Anchor**
  - Creating a map serves as a tangible tool for both writers and readers, visually organizing a world's layout, significant places, and travel routes. Maps help students keep track of details and enhance the reader's understanding of the world.
7. **Consistency and Detail in World Building**
  - Consistent details make a world feel realistic, even if it's fictional. Layering small, unique elements—like local customs, landmarks, and symbols—makes the world immersive and memorable.
8. **Imagination-Driven Problem Solving**
  - Encouraging students to think creatively about aspects of geography, society, and resources develops skills in imaginative problem-solving and storytelling, as they decide how their world responds to various challenges.

**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.