

AI Writers Guild Lesson Plan

Module 3: 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.

MODULE 3: World Building

LESSON 3: Integrating AI Characters and Worlds into Your Narrative.

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

- Calculate your word count goals using the assignment.
- Use the Playbook for Blockade Labs to generate a 3D rendering of your novel's world.
- Write a few paragraphs using "Mood". Be sure you understand how to use this writing element.

Watch the Weekly Video:

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

Materials:

- Worksheet: Word Count Calculator and Mood Writing
- Lesson Plan
- Playbook: Blockade Labs

Trial Prompts

Word Count Goals

1. “How can I calculate a realistic daily word count goal for writing my novel?”
 2. “If I know how many words I can write in 15 minutes, how can I use that to estimate my daily writing capacity?”
 3. “What’s a good formula for figuring out my weekly word count target based on my daily writing schedule?”
 4. “How can I estimate the number of words I’ll write in a month if I write five days a week at my current pace?”
 5. “If I want to finish a 60,000-word novel in six months, how can I calculate my required daily word count?”
 6. “How can I adjust my daily word count if I find I can only write a few days each week?”
 7. “What’s a way to track my word count progress and make adjustments if I fall behind?”
 8. “How can I calculate my total yearly word count goal if I write for 45 weeks out of the year?”
 9. “What are some ways to stay consistent with my daily word count goal?”
 10. “How can I plan out the first draft of my novel by estimating my word count for each chapter?”
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Mood Writing

1. “What are some ways to choose a mood for my scene, and how can I identify the words that help create it?”
2. “How can I use sensory details (like sight, sound, smell, taste, touch) to strengthen the mood in my writing?”
3. “What’s the difference between tone and mood, and how do they work together to influence how readers feel?”
4. “How can I practice writing the same scene in multiple moods to see how it changes the reader’s experience?”
5. “What are some keywords and phrases that could help create specific moods, like suspenseful, joyful, or peaceful?”
6. “How can I create a list of ‘mood words’ that I could use in different parts of my story to keep the mood consistent?”
7. “How does changing the setting’s description impact the mood of a scene?”
8. “What are some techniques for identifying which mood fits a particular scene in my story?”
9. “How do dialogue and character actions contribute to the mood of a scene?”
10. “What’s the best way to decide on an overall mood for my story, and how can I keep it consistent?”

3D World-Building in Blockade Labs

1. “What are some ways to gather ideas from other worlds in Blockade Labs, and how can I use those ideas to inspire my own setting?”
2. “How can I use different keywords to create variations of the same world in Blockade Labs and see how small changes impact the feel of my setting?”
3. “What are effective prompts for creating fantasy worlds versus realistic ones in Blockade Labs?”
4. “What details should I focus on in my Blockade Labs world to make it feel immersive and authentic?”
5. “How can I use sensory descriptions from my Blockade Labs world (like colors, sounds, and textures) to bring my written setting to life?”
6. “How does changing one or two key words in my prompt affect the mood or atmosphere of my world in Blockade Labs?”
7. “What are some good examples of descriptive words to use in Blockade Labs prompts to create different environments, like forests, cities, or magical realms?”
8. “How can I use elements from my 3D world-building (like structures or landscapes) to add depth to my story’s setting?”
9. “What are some useful ways to combine details from multiple Blockade Labs worlds into a single, unique setting?”
10. “How can I create a list of adjectives and sensory details based on my Blockade Labs world to use consistently in my story?”

These prompts are here to help you explore word count planning, mood creation, and world-building techniques as you bring your story to life. Dive into each one, and discover new ways to make your writing unique!

Big Ideas for Word Count, Mood Writing, and 3D World-Building

1. Setting Realistic Writing Goals

Understanding how to calculate your daily word count goal is essential for making steady progress on your novel. By breaking down a novel's word count into manageable daily targets, you'll build a routine that keeps you motivated and helps bring your story to life one day at a time.

2. Crafting Mood to Shape Reader Experience

Mood is the emotional atmosphere of your writing. By experimenting with different moods, you learn how to guide your readers' feelings and responses to your story. Word choice, imagery, and tone all work together to create a distinct vibe that makes your story memorable and immersive.

3. Using Technology to Visualize Your World

The 3D world-building tool in Blockade Labs gives you a chance to visualize your story's setting. Through exploration and the creative use of prompts, you can bring your world to life visually, deepening your understanding of its unique features and atmosphere. This process not only enhances your own storytelling but also gives readers a clearer window into the world you've imagined.

These big ideas connect math, writing, and technology to build skills in planning, creativity, and storytelling, setting a strong foundation for completing your novel!

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.