

# AI Writers Guild Lesson Plan

## Module 4: Lesson 1

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### MODULE 4: Plot and Story Arc

#### LESSON 1: Crafting Compelling Main Story Roller coaster.

Trailblazers, get ready to bring your novel’s plot to life! This week, we’ll dive into the Plot Roller Coaster, a framework that breaks your story into six essential parts: setup, inciting incident, rising action, climax, falling action, and resolution. Each phase builds on the last, guiding your characters through challenges, growth, and resolution while keeping your readers hooked from start to finish.

Through guided trial prompts and brainstorming, you’ll explore how to craft each element of your plot, from creating engaging conflicts to writing a satisfying resolution. You’ll use tools like OneNote and ChatGPT to organize and refine your ideas and share your progress with your peers. By the end of the lesson, you’ll have a clear roadmap for your novel’s story arc, ready to bring your creative vision to life!

#### Homework:

- Read “Word Wizards” Chapter 4.
- Draw your plot roller coaster.
- Share a screenshot of your plot roller coaster or just one point in it on Engage.

#### Watch the Weekly Video:

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

#### Materials:

- Plot Roller Coaster Worksheet
- Lesson Plan
- [Learn Plot Diagram Using Movie Examples](#)

## Trial Prompts

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### Exploring Your Novel's Setup, Inciting Incident, Rising Action, Climax, Falling Action, and Resolution

Trailblazers, welcome to your journey through the **Plot Roller Coaster!** Use these prompts to dive deep into your story's structure. This worksheet will guide you step-by-step through the key elements of your novel's plot. Write your answers directly in your notebook or discuss them with ChatGPT to refine your ideas.

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### Overall Plot

1. What is your novel's central theme or message?
  2. How does your protagonist's journey reflect the theme?
  3. What obstacles will your protagonist face throughout the story?
  4. Who or what is the primary antagonist, and how do they create conflict?
  5. How does your story balance action, emotion, and reflection?
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### Exposition

1. Where does your story begin? Describe the setting in detail.
  2. Who is your protagonist at the start of the story? What are their strengths and weaknesses?
  3. What is your protagonist's goal or desire at the beginning of the story?
  4. What's the tone or mood of your opening scene? How does it hook the reader?
  5. Are there any hints of future conflict or tension in the setup?
  6. What's your protagonist's normal life like before the story begins?
  7. How do you introduce the key characters?
  8. What initial relationships do the characters have with one another?
  9. How does the setting influence the characters' actions?
  10. What specific event signals the end of the setup and the start of the inciting incident?
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### Inciting Incident

1. What event disrupts the protagonist's normal life and sets the story in motion?
2. How does the protagonist react to this disruption?
3. What is at stake for the protagonist after the inciting incident?
4. How does the inciting incident introduce conflict or raise questions?

5. Does this event reveal anything new about the antagonist?
  6. How does the protagonist's goal shift after this moment?
  7. What emotions does the inciting incident evoke in the protagonist?
  8. How does this moment connect to the theme of your story?
  9. How does the setting enhance the drama of this event?
  10. What decision does the protagonist face as a result of the inciting incident?
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## **Rising Action**

1. What smaller challenges or conflicts does the protagonist face leading up to the climax?
  2. How do these challenges test the protagonist's strengths and weaknesses?
  3. What alliances or rivalries form during this phase?
  4. How does the antagonist increase the stakes?
  5. What key events bring the protagonist closer to or further from their goal?
  6. How do your subplots intertwine with the main story?
  7. How does tension build in each scene of the rising action?
  8. What important decisions does the protagonist make during this phase?
  9. Are there moments where the protagonist doubts their ability to succeed?
  10. How does the rising action lead directly to the climax?
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## **Climax**

1. What is the most dramatic or intense moment of your story?
  2. How does the protagonist confront the antagonist?
  3. What is the turning point where the protagonist's fate is decided?
  4. How does the climax resolve the central conflict?
  5. What sacrifices does the protagonist make to succeed (or fail)?
  6. What emotions should the reader feel during this moment?
  7. How does the protagonist change as a result of the climax?
  8. How does the antagonist react to the events of the climax?
  9. What surprises or twists occur during the climax?
  10. How does the climax set the stage for the resolution?
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## **Falling Action**

1. How do the characters deal with the aftermath of the climax?
2. What loose ends need to be tied up?
3. How has the protagonist changed compared to the start of the story?
4. What consequences do the characters face as a result of the climax?
5. Are there any moments of reflection or calm after the intensity?

6. How do the relationships between characters evolve?
  7. What does the antagonist's defeat (or victory) mean for the world of the story?
  8. How do subplots wrap up during the falling action?
  9. How does the falling action bring closure to the story?
  10. What final choices does the protagonist make in this phase?
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## **Resolution**

1. What is the final scene or moment of your novel?
  2. How does the protagonist's journey end?
  3. What does the resolution reveal about the theme of your story?
  4. How are the characters' goals resolved or redefined?
  5. Does the protagonist achieve happiness, growth, or something else?
  6. How does the world of the story change by the end?
  7. What lingering questions might the reader have after finishing?
  8. How do you want the reader to feel as they close the book?
  9. Are there any hints of a future story or sequel?
  10. What's the lasting message or takeaway of your novel?
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## **Big Ideas for Word Count, Mood Writing, and 3D World-Building**

- 1. Understanding Story Structure**

Trailblazers will explore the six key elements of plot—setup, inciting incident, rising action, climax, falling action, and resolution—to understand how they work together to create a compelling narrative.

- 2. Building a Framework for Storytelling**

Students will learn to map out the events of their novel using the Plot Roller Coaster as a guide, ensuring a logical flow and emotional engagement in their story.

- 3. Connecting Events to Theme**

Students will tie each part of their plot to the overall theme of their novel, ensuring that every event contributes to the story’s central message or lesson.

- 4. Fostering Emotional and Character Growth**

The lesson will emphasize how each phase of the plot impacts the protagonist’s journey, driving character development and creating an emotional connection with the reader.

- 5. Developing Creative Problem-Solving Skills**

Through trial prompts and brainstorming, students will tackle challenges like creating engaging conflicts, building tension, and resolving their story in a satisfying way.

- 6. Encouraging Peer Collaboration**

Students will share ideas and insights about their Plot Roller Coaster with classmates, fostering a collaborative environment for feedback and inspiration.

- 7. Utilizing Technology for Planning**

Students will use tools like ChatGPT and OneNote to brainstorm ideas and refine their plot structure, integrating technology into the creative process.

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These big ideas will help students approach their plot development with creativity, structure, and a focus on deeper storytelling elements.

**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.