ARTIFICIAL INTELLIGENCE: THEN & NOW

LESSON OVERVIEW

In the book *Robopocalyse* by Daniel Wilson, the entire plot is built around how artificial intelligence could control us at any minute. In this activity, students will compare and contrast the novel and the short story "EPICAC" by Kurt Vonnegut in order to compare writing styles and the information in the text.

STANDARDS

CCSS – ELA RL.8-12.2	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; provide an objective summary of the text.
CCSS – ELA RL.8-12.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS – ELA RL.8-12.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS – ELA RL.8-12.6	Analyze how difference in the points of view of the characters and audience or reader create such effects as suspense and humor.
CCSS – ELA W.8-12.3 A-E	Write narratives to develop real or imaged experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
CCSS – ELA W.8-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVES

- Students will compare and contrast writing styles.
- Students will compare and contrast the information in the novel and short story.

MATERIALS

- Venn diagram (optional)
- *Robopocalyse* by Daniel Wilson
- "EPICAC" by Kurt Vonnegut

PROCEDURES

1. Have students read the first chapter of *Robopocalyse* and the short story "EPICAC."
2. In groups, students can compare and contrast the following using a complex Venn Diagram or traveling concept map:

- The authors' writing styles

- The sophistication of the technology

- The relationships between humans and AIs

- The motivations of Archos and EPICAC

3. Students can then share their findings with other groups in order to gain a better understanding of the text.

4. Students can write an optional story/essay on the following:

   - Could EPICAC be a precursor to Archos? If the two AIs shared the same technological DNA, how might EPICAC's experiences have influenced Archos' ideas about humanity?

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
Comparison of Authors' Writing Styles	Provides a well-written comparison of the authors' writing styles.	Provides an adequate comparison of the authors' writing styles.	Provides descriptive details of the authors' writing styles but lacks a good comparison.	Does not provide an acceptable comparison or descriptive details of the authors' writing styles.
Comparison of the Technology	Provides a well-written comparison of the technology in both literary pieces.	Provides an adequate comparison of the technology in both literary pieces.	Provides descriptive details of the technology in both literary pieces but lacks a good comparison.	Does not provide an acceptable comparison or descriptive details of the technology in the literary pieces.
Comparison of the Relationship Between the Humans and A.I.	Provides a well-written comparison of the relationship between the humans and A.I. in both literary pieces.	Provides an adequate comparison of the relationship between the humans and A.I. in both literary pieces.	Provides descriptive details of the relationship between the humans and A.I. in both literary pieces but lacks a good comparison.	Does not provide an acceptable comparison or descriptive details of the relationship between the humans and A.I. in the literary pieces.
Comparison of the motivations of Archos and EPICAC	Provides a well-written comparison of the motivations of Archos and EPICAC.	Provides an adequate comparison of the motivations of Archos and EPICAC.	Provides descriptive details of the motivations of Archos and EPICAC but lacks a good comparison.	Does not provide an acceptable comparison or descriptive details of the motivations of Archos and EPICAC.
Mechanics	Carefully considers mechanics and has no errors.	Carefully considers mechanics but has a couple of errors.	Carefully considers mechanics but has several errors.	Does not carefully consider mechanics.
Discussion	Works well with others and discusses ideas in a fair, respectful, and encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not have been encouraging. Considers the feelings of others.	Works with others, but did not contribute a fair share of work OR was discouraging and did not consider the feelings of everyone.	Did not work well with others and/or discusses ideas in an unfair, disrespectful way.
Total			/18	